DOCUMENT RESUME

ED 171 941 **CE 021 357**

TITLE	The Development, Assessment and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped. Final Report.
INSTITUTION	Council for Exceptional Children, Reston, Va.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO	498AH60234
PUB DATE	Nov 78
GRANT	G007604704
NOTE	166p.; Best copy available
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Administrative Policy; *Handicapped Students; *Manuals; Material Development; Program Development; *Vocational Education
IDENTIFIERS	Local Education Agencies

ABSTRACT

A project was designed to develop an administrative policy guide concerning vocational education for handicapped students for use by local education agencies. The project was initiated by collecting policies and policy-related materials from state education agencies and from selected local education agencies operating vocational education programs that include handicapped students. These materials were used to develop an administrative decision point checklist which identified as many key decisions as possible that were required to create and operate a modern vocational education program for handicapped students. The decision point checklist served as an outline for writing the policy guide. The guide went through several stages of development and was first reviewed by the project's working advisory committee and local administrators of vocational education programs for handicapped students. The second draft was reviewed individually and in group assesment workshops by numerous experts at the local, state, and national level in the fields of vocational education, vocational rehabilitation, and special education. (Included in the appendixes is a copy of the second draft of the guide.) (Author/JH)

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ED171941

Final Report

Project No. 498AH60234
Grant No. G007604704

THE DEVELOPMENT, ASSESSMENT AND DISSEMINATION OF AN ADMINISTRATIVE POLICY MANUAL FOR THE VOCATIONAL EDUCATION OF THE HANDICAPPED

Sharon Davis, Project Coordinator

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Assistant Executive Director,
Evaluation, Planning and Development

BEST COPY AVAILABLE

The Council for Exceptional
Children

Reston, Virginia

November 1978

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

CE 021 357

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ABSTRACT

The Development, Assessment, and Dissemination of an Administrative Policy Manual for the Vocational Education of the Handicapped

This project was designed to develop an administrative policy guide concerning vocational education for handicapped students for use by local education agencies. The project was initiated by collecting policies and policy related materials from state education agencies and from selected local education agencies operating vocational education programs that include handicapped students. These materials were used to develop an administrative decision point check list which identified as many key decisions as possible required to create and operate a modern vocational education program for handicapped students. The decision point check list served as an outline for writing the policy guide. The guide went through several stages of development and was first reviewed by the project's working advisory committee and local administrators of vocational education programs for handicapped students. The second draft was reviewed individually and in group assessment workshops by numerous experts at the local, state, and national level in the fields of vocational education, vocational rehabilitation, and special education.

The resulting guide, Vocational Education of Handicapped Students: A Guide for Policy Development, is designed to assist state, local, and intermediate education agencies in developing administrative policies for the vocational education of handicapped students. The guide is divided into nine sections. Five sections present policy areas directed toward identifying and serving handicapped students. Four sections address administrative concerns regarding program management and the provision of appropriate resources. Following the description of each policy area within a section are policy development guidelines which pinpoint a variety of information. The guidelines review applicable law, present issues relative to policy and elements of good practice.

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INTRODUCTION

Vocational education of handicapped individuals has been attracting renewed national interest in the past few years. Current public policy calls for the availability as well as expansion and strengthening of vocational education opportunities for handicapped persons. Handicapped persons have traditionally been excluded from receiving job skill preparation in vocational education programs. Few handicapped individuals are presently being served in vocational education programs, even though a vast network of such programs exists. Of over 13 million individuals served in vocational education in 1974, less than 2 percent were handicapped. Ten percent of the school population are estimated to have handicapping conditions. (Training Educators for the Handicapped: A Need to Redirect Federal Programs, 1976). Handicapped persons who do receive vocational education are often excluded from regular vocational education programs and limited to segregated programs which offer skill preparation for a limited range of occupational choices. A 1976 Report to Congress cites the example of a school district which provided a choice of only two vocational offerings to handicapped students in a separate program, while offering nonhandicapped students in the same district a choice of about 20 different career offerings and 130 different classes. (Training Educators for the Handicapped: A Need to Redirect Federal Programs, 1976).

The interest in vocational education is also sparked by the disturbing employment statistics which indicate that a majority of handicapped individuals are either unemployed or underemployed. The fact that handicapped students typically leave school without basic and occupational skills may contribute to the problem of unemployed, handicapped adults. Public pressure, especially from handicapped consumers, has contributed to recent legislative actions and also has created an awareness of the range of problems encountered by handicapped individuals. The recognition that many of the barriers limiting the opportunities for gainful employment and independent living could be prevented by appropriate skill development through education has led to clear enunciation that vocational education as well as more traditional education programs must be available to handicapped students. This concept has in effect been stated in the regulations accompanying P. L. 94-142, the Education for All Handicapped Children Act of 1975. Equally important is P. L. 94-482, the Education Amendments of 1976, which requires that at least 10% of the dollar resources provided to the states be used for vocational education programs for handicapped students. In addition, this latter Act calls for the use of these funds in ways that are totally consistent with the implementation of P. L. 94-142.

Recognizing that the education system can play a major role in preparing handicapped individuals to bridge the gap between education and work, the Bureau of Occupational and Adult Education, US Office of Education, funded The Council for Exceptional Children to conduct a research project which would produce a guide for use in developing administrative policies for the vocational education of handicapped students. Local education agencies need to develop comprehensive policies to ensure that there is a basis for building and maintaining effective programs to meet the needs of all students. The Vocational Education Policy Project was designed to develop, field assess, and disseminate an administrative policy development guide for the vocational education of handicapped students. The Project had 5 major objectives. This report contains a description of the procedures used to achieve each of the following objectives:

Objective 1: To develop a decision point check list containing key decision points regarding the provision of vocational education services to all handicapped students.

Objective 2: To produce a comprehensive guide for the development of administrative policy regarding the provision of vocational education for handicapped students for use at the local education agency level.

Objective 3: To have completed an extensive assessment of the draft guide through direct contact with experts in vocational education for handicapped students and in related fields.

Objective 4: To develop and initiate dissemination of the policy guide.

Objective 5: To select and convene a working advisory committee to assist the project by serving as reviewers, critics, technical assistants, and censors.

PROCEDURES

Objective 1 (Develop Decision Point Check List)

A majority of time during the first 9 months was spent on developing the Decision Point Check List (DPCL) which is an outline of vocational programming for handicapped students. Policy material was obtained from 27 LEAs and 43 SEAs to compile the first draft of the DPCL. (See Appendix A for copies of the letters sent to LEAs and SEAs requesting such information.) Relevant information was also identified from an ERIC computer literature search, including AIM/ARM, of topics related to vocational education for handicapped students.

The DPCL was first reviewed by CEC staff. The second draft was reviewed by the project's consultants, CEC's Career Education Study Committee, and the vocational education specialists at the Bureau of Education for the Handicapped. A third draft of the DPCL was prepared in April 1977 and sent to the working advisory committee. This proved to be the working document for developing the administrative policy guide. (See Appendix B for a copy of the Decision Point Check List.)

Objective 2 (Produce Draft of Administrative Policy Guide)

The development of the administrative policy guide was an ongoing task for the duration of the project. Meaningful policies were identified from LEA-SEA policy material and tentatively arranged according to the outline of the DPCL. We developed policy statements from what seemed to be good practice as indicated in the literature in those areas where the LEA-SEA policies were lacking or inadequate. Project staff also made site visits to vocational education programs for handicapped students in several states to gather policy information.

The first draft of the administrative policy guide was printed in May 1977. It was reviewed by the 9 member Working Advisory Committee along with in-house staff. The comments were taken into consideration before a draft was sent for review to administrators and other personnel of local vocational education programs serving handicapped students. (See appendix C for list of local administrators who reviewed the policy guide.) During July and August 1977, project staff met with these 22 local administrators to interview them and to write down their concerns and suggestions for revisions in the policy guide. The second draft of the guide was prepared on the basis of these personal interviews. This draft was reviewed first by the Working Advisory Committee and then submitted to an extensive field assessment which is described in Objective 3.

Objective 3 (Assessment of Policy Guide)

The assessment process began in June 1977 with the review of the first draft of the policy guide by the Working Advisory Committee. Guidelines were developed to provide reviewers with specific criteria for assessing each policy statement and each section (Appendix D). These guidelines were refined for use in all subsequent assessment activities.

During the summer, project staff made 12 site visits to local educational agencies throughout the country to review the policy guide with administrators responsible for providing vocational education to handicapped students. Site visits were arranged to provide project staff with a diverse sample of vocational programs for handicapped students. (Refer to Appendix C for list of sites.) Based upon this initial feedback from interviews with local administrators, a second draft of the policy guide was prepared. (See Appendix E.)

Throughout the fall, the second draft of the policy guide underwent extensive field assessment by various groups and individuals involved with special education, vocational education, and vocational rehabilitation. CEC Federations were specifically contacted by letter and invited to sponsor assessment activities. (See Appendix F.) Other groups were invited by phone to assist in the assessment of the policy guide. Many interested individuals contacted CEC and asked to participate in group review workshops after reading a news article on the project in Update, CEC's newspaper to members. (See Appendix G.)

Included in the groups participating in the assessment activities were 26 CEC state federations, CEC's Division on Career Development, the National Association of Vocational Education Special Needs Personnel, and the Council of State Administrators of Vocational Rehabilitation. Group assessments were accomplished either through a mailing coordinated by a member of the group or a workshop meeting. Project staff attended the assessment workshops in Chicago, Illinois; Columbia, South Carolina; and Tucson, Arizona to coordinate the review activities. (Appendix H presents a news release explaining the assessment process and listing the CEC state Federations that assisted the project.)

In addition to group review of the guide, individuals who are expert in vocational education of handicapped students were invited to critique the second draft. Those individuals who reviewed the guide were administrators at the state and local levels involved with providing vocational education or special education to handicapped students, education specialists within the Office of Education who provide assistance to vocational education programs for handicapped students, and specialists within the Rehabilitation Services Administration.

All reviewers were provided with a copy of "Guide for Review of Vocational Education Administrative Policies Manual for Handicapped Students" to assist them in their critique of the policy guide. (See Appendix I.) Approximately 400 persons throughout the United States provided help in assessing the guide. This review provided project staff with extensive information which was used to guide the development of the final product - *Vocational Education of Handicapped Students: A Guide for Policy Development.*

Objective 4 (Dissemination Plan)

Throughout the duration of the project, periodic news releases were published in various CEC newspapers and newsletters (*Update*, *Alert*). These were occasionally picked up and publicized by other organization's newsletters. In addition, the project director attended the AVA and CEC annual conventions and used these opportunities to publicize the project. The National Association of Vocational Education Special Needs Personnel (NAVESNP, subgroup of AVA) and CEC's Division on Career Development (DCD) were involved in assessing the policy guide and thus their membership became aware of the Vocational Education Policy Project. The *Vocational Education of Handicapped Students: A Guide for Policy Development* has received widespread pulicity by being announced as a resource in the summer 1978 issue of *Closer Look*. As a result of these types of publicity, several hundred requests for information about the policy guide were received prior to its publication.

Now that the policy guide has been printed, it is available through CEC publications. A flyer has been prepared to publicize it. (See Appendix J.) This flyer has been sent to members of the following groups identified as having a concern for vocational education of handicapped students (a total of 57,425 people):

National Association of Vocational Education Special Needs Personnel (NAVESNP)

Directors of Vocational Education, District level, K-12

Chief School Administrators (Superintendents)

Directors of Special Education, K-12

Division on Career Development (DCD)

Council of Administrators of Special Education (CASE)

Career Education District Supervisors, K-12

State Directors of Special Education

State Special Education Personnel

Vocational Rehabilitation State and Regional Directors

IVGA (Vocational Guidance)

ASCA (School counselors)

ARCA (Rehabilitation counselors)

OE Teacher Centers

OCE Project Directors

NAVESNP Teacher Educators

Complimentary copies of the policy guide have been sent to State Directors of Vocational Education and Special Education, the persons who organized group review activities, the Working Advisory Committee, and other individuals who assisted significantly with the project.

CEC will continue to publicize the availability of the policy guide through its own publications efforts and through a news release sent to a variety of organizations, journals, newsletters, etc.

Objective 5 (Establish Working Advisory Committee)

The purpose of the Working Advisory Committee was to provide general advice to the project and specific help by reviewing materials and offering input for subsequent developments. Working Advisory Committee members were selected to insure representation from special education, vocational education, and vocational rehabilitation, teachers and administrators, and minority groups such as women, blacks and handicapped consumers. Key officials within SEAs, the Bureau of Education for the Handicapped, and professional organizations were asked to nominate people according to the desired representation. The final selection was made based on these nominations.

The Working Advisory Committee met twice, in June and October, to review the first two drafts of the manual. Both meetings were conducted over 2-day periods. The first day was devoted to giving an overview of the project and discussing future concerns. During the second day, the WAC was divided into two groups, each reviewing different sections of the manual. Individual members of the Working Advisory Committee actively participated in other project activities. Several members organized assessment activities with their affiliated professional group. Others assisted in publicizing the goals of the project. These people continue to be involved in project presentations at meetings and conventions. (See Appendix K for list of Working Advisory Committee members.)

RESULTS

The purpose of this national policy research project was to develop, assess, and disseminate an administrative policy guide regarding the provision of appropriate vocational education to all handicapped students. This final report has presented the procedures used to accomplish this goal. The result is the production of Vocational Education of Handicapped Students: A Guide for Policy Development. (See Appendix L.)

This guide is designed to assist state and local educational agencies and intermediate educational units in developing administrative policies for the vocational education of handicapped students. It contains general descriptions of policy areas for which the local educational agency should develop specific policies and procedures based on the local situation. Following the description of each policy area are policy development guidelines which present a variety of information to assist the local agency. The guidelines review the applicable public laws, present issues related to the policy area, outline elements of good practice, and in some instances cite references where further information can be obtained.

The guide is divided into nine sections covering policies for the development and implementation of vocational education for handicapped students. Five sections present policy areas oriented toward identifying and serving handicapped students. They are: Identification of Students; Vocational Assessment; Individualized Education Programs; Program Placement; and Service Delivery.

Four sections address administrative concerns with managing the program and providing appropriate resources (staff, facilities, financial). Those sections are: Planning and Administration; Facilities and Equipment; Personnel; and Fiscal Management.

CONCLUSIONS

This project contributes towards USOE's goal of ensuring that "an appropriate comprehensive vocational education will be available and accessible to every handicapped person". The guide for policy development will assist state and local education agencies to establish a policy base that will guide the creation and implementation of vocational programming for all handicapped students. Appropriate comprehensive vocational education will reduce the number of handicapped persons who are unemployed by providing the education needed for effective participation in the labor force. Many employers are required by Federal law to act affirmatively to hire handicapped individuals. Society will suffer a great loss should it create employment opportunities for handicapped persons but fail to provide the educational opportunities to make them sufficiently qualified to assume those positions. The policy guide developed as a result of this research project will assist in providing handicapped individuals with the education needed to perform effectively in a wide range of careers.

BIBLIOGRAPHY

Training Educators for the Handicapped: A Need to Redirect Federal Programs. Report to Congress by the Comptroller General of the United States. September 28, 1976.

APPENDIX A

Copy of letter sent to SEAs requesting policy materials.

Copies of letters (two different requests) sent to LEAs requesting policy materials.

THE COUNCIL FOR EXCEPTIONAL CHILDREN

Copy of letter sent to SEAs requesting policy materials.

The Council for Exceptional Children (CEC), a professional organization of 58,000 special education practitioners and administrators, is currently conducting a national research project funded by the Bureau of Occupational and Adult Education, U. S. Office of Education. The project goal is to develop, field assess, and disseminate an administrative policy manual regarding the provision of appropriate vocational education to all handicapped students for use by policy makers and administrators at the local education agency level.

We are initiating this project by collecting policies and policy related materials from state education agencies and from selected local and intermediate education agencies operating vocational education programs that include handicapped children. In order to develop local policy alternatives that are in keeping with state directives, we are seeking your assistance in sending us copies of your state laws and related policies. The categories of information we are seeking include:

- Statutes
- Board Policy
- Administrative procedures, rules, regulations, guidelines
- State Plans for Federal Titles
- State Plans Mandated by State Law
- Required Forms (reporting, counting, fiscal, etc.)
- Certification Requirements for all personnel working in vocational education programs
- State Vocational Education Curriculum Guides

1920 ASSOCIATION DRIVE • RESTON, VIRGINIA 22091 (703) 620-3660

It might be helpful if you would imagine us as a local education agency or intermediate education unit wanting to start a local program of vocational education for the handicapped and would provide us with all the materials needed to do that. If necessary, simply advise us and we will gladly reimburse you for mailing costs.

Your assistance in providing us with this information is greatly appreciated. An abstract of the project is enclosed for your information. If you have questions or would like additional information, please write or call (toll-free 800/336-3728) Sharon Davis, Project Director.

Sincerely,

Sharon Davis

Sharon Davis
Director, Vocational
Education Policy Project

SD:kb
Enclosure

Copy of letter requesting policy materials sent to 27 effective programs cited in Improving Occupational Programs for the Handicapped.

The Council for Exceptional Children (CEC), a professional organization of 65,000 special education practitioners and administrators, is currently conducting a national research project funded by the Bureau of Occupational and Adult Education, U.S. Office of Education. The project goal is to develop, field assess, and disseminate an administrative policy manual regarding the provision of appropriate vocational education to all handicapped students for use by policy makers and administrators at the local education agency level.

As one of the 27 most effective programs identified and described by the Management Analysis Center study "Improving Occupational Programs for the Handicapped" (OEC-O-72-5226), we would like to request your assistance. We are initiating this project by collecting policies and policy related materials from selected local education agencies operating vocational education programs for the handicapped and state education agencies. These will be used to develop an administrative decision point check list which will identify as many key decisions as possible required to create and operate a modern vocational education program for the handicapped. This will be used as a guide for writing the policy manual which will present alternative policies relating to each decision point.

Initially, your help is needed in providing us with copies of the policies in use in your agency that relate to your total vocational education program. For purposes of this project, policy is being defined as any administrative decision, board action, rule or regulation or law that is recorded and available in writing bearing directly or indirectly on the vocational education of the handicapped. We would appreciate your sending us policies and policy related materials concerning such topics as identification of students in need of services, evaluation of student needs, program placement, service delivery, facilities, transportation, administration (governance), personnel qualifications and utilization, fiscal procedures and management, procedural rights, and any other areas that we have overlooked. The kinds of documentation we are seeking may include:

- Board policy
- Administrative procedures, rules, regulations, guidelines
- Position descriptions
- Required forms (for record keeping, evaluations, etc.)
- Vocational education curriculum guides

If necessary, simply advise us and we will gladly reimburse you for mailing costs.

After the administrative decision point check list has been developed and the process of identifying alternative policies for each decision point item has begun, we would like to ask for your help again. We will be developing a comprehensive questionnaire to assess the policies in use in effective programs. Since your program has been identified as one of the effective programs by the MAC study, we would like to invite you to respond to this questionnaire through a personal interview. If a personal visit to all programs cannot be arranged (due to our travel budget constraints), we will send you the questionnaire and invite your response in writing.

Your help in providing us with your policies at this time is of critical importance as we begin the task of identifying key decision points for program development and operation. An abstract of the project is enclosed for your information. If you have questions regarding this project or would like additional information, please write or call me (toll-free 800/620-3660).

Thank you for your cooperation and assistance.

Sincerely,

Sharon Davis

Sharon Davis, Director
Vocational Education Policy Project

SD:kb
Enclosure

Copy of letter requesting policy materials sent to LEAs identified by state agencies.

The Council for Exceptional Children (CEC), a professional organization of 65,000 special education practitioners and administrators, is currently conducting a national research project funded by the Bureau of Occupational and Adult Education, U.S. Office of Education. The project goal is to develop, field assess, and disseminate an administrative policy manual regarding the provision of appropriate vocational education to all handicapped students for use by policymakers and administrators at the local education agency level.

We have written to your state supervisor of vocational education programs for students with special needs to obtain the names of programs which have a substantial policy base. Since your program has been identified as one which may have such policies, we would like to request your assistance. We are initiating this project by collecting policies and policy related materials from selected local education agencies operating vocational education programs for the handicapped. These will be used to develop an administrative decision point check list which will identify as many key decisions as possible required to create and operate a modern vocational education program for the handicapped. This will be used as a guide for writing the policy manual which will present alternative policies relating to each decision point.

Initially, your help is needed in providing us with copies of the policies in use in your agency that relate to your total vocational education program. For purposes of this project, policy is being defined as any administrative decision, board action, rule or regulation or law that is recorded and available in writing bearing directly or indirectly on the vocational education of the handicapped. We would appreciate your sending us policies and policy related materials concerning such topics as identification of students in need of services, evaluation of student needs, program placement, service delivery, facilities, transportation, administration (governance), personnel qualifications and utilization, fiscal procedures and management, procedural rights, and any other areas that we have overlooked. The kinds of documentation we are seeking may include:

- board policy
- administrative procedures, rules, regulations, guidelines
- position descriptions
- required forms (for record keeping, evaluations, etc.)
- vocational education curriculum guides

If necessary, simply advise us and we will gladly reimburse you for mailing costs.

After we have reviewed all the policy material and have conducted some site visits, we will be producing the first draft of our manual. At that point, we would again like to involve you in the project. We will send you a copy of the draft manual and invite you to comment.

Your help in providing us with your policies at this time is of critical importance as we begin the task of identifying key decision points for program development and operation. An abstract of the project is enclosed for your information. If you have questions regarding this project or would like additional information, please write or call me (toll-free 800/620-3660).

Thank you for your cooperation and assistance.

Sincerely,

Sharon Davis, Director
Vocational Education Policy Project

SD:kb
Enclosure

APPENDIX B

Vocational Education Decision Point Check List

Vocational Education

Decision Point Check List

Third Draft
April 1977

Vocational Education Policy Project

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

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Administration

I. Administrative options to provide vocational education to handicapped students

- A. Direct service
- B. Agreement with other educational agencies (see SEAP manual)
    - 1. County unit
    - 2. Collaborative unit
    - 3. Cooperative unit
    - 4. Regionalization
    - 5. Other units
- C. Agreement with private agencies
- D. Agreement with public agencies (other than schools)
- E. Contracted services
    - 1. Services to be contracted
    - 2. Sources
    - 3. Written agreement
- F. Interagency cooperation
    - 1. Agencies involved (2 or more in agreement)
        - (a) Public school
        - (b) Vocational rehabilitation
        - (c) State or local government agency providing vocational services to the handicapped.
        - (d) Private agency (ies) providing vocational services to the handicapped
    - 2. Types of cooperative efforts
        - (a) Public school and division of vocational rehabilitation cooperation
            - (1) Public school students receive vocational assessment and work adjustment services from DVR accredited agencies

(2) Sharing of equipment facilities and instructional staff

(c) Utilization of all available state agency and community resources in planning

3. Responsibilities of each agency

(a) Providing services

(b) Funding

(c) Accountability

(d) Coordinate services with IEP

II. Cooperation of vocational education and special education

A. Responsibilities of each in following areas

1. Identification

2. Work evaluation and vocational assessment

3. Placement

4. Delivery of services

5. Personnel

B. Individualized education program for each handicapped child

1. Special education holds responsibility for convening planning meeting and monitoring program

2. Participants involved

(a) Representative of LEA qualified to supervise the IEP

(b) Child's teachers - special and vocational education

(c) Child's parents

(d) Child, where appropriate

(e) Other individuals, such as vocational education administrator for handicapped

3. Components of IEP

(a) Statement of child's present levels of performance

(b) Statement of annual goals

(c) Statement of short-term instructional objectives

(d) Statement of specific educational services needed by child

(e) Date when those services will being and length of time given

(f) Description of extent to which the child will participate in regular vocational programs

(g) Justification for type of placement

(h) List of individuals who are responsible for implementation

(i) Plan to evaluate IEP

III. Administration (Program)

A. Vocational programs for handicapped shall be administered by a certificated vocational education administrator with major involvement from special education inthe following areas:

1. Program planning
2. Student eligibility determination
3. Treatment programming
4. Ancillary services
5. Evaluation
6. Budget (budget sign-off authority)

B. In those districts where there is no vocational education administrator the superintendent shall designate a program administrator with special education background and/or special education certification

C. Responsibilities of the local agency:

1. Identify and recruit the handicapped students
2. Organize and charge the advisory committee with determining the needs and objectives of the program
3. Inform faculty, parents, and community of the potential of the program and its services

4. Prepare and submit proposal or program application to the Department of Education (VEA, Part B funds);
5. Secure adequate competent personnel such as teachers, teacher-aides, coordinators, counselors;
6. Plan and initiate inservice training for the personnel
7. Provide adequate facilities for the program
8. Arrange budgets, schedules, record keeping, etc.
9. Provide direction and instruction for the coordinators
10. Develop the curriculum for the program
11. Arrange for guidance service, testing, personal and vocational counseling, student record keeping, and other tangential services
12. Arrange for any special assistance which the handicapped may need because of their handicapping conditions
13. Evaluate the program in terms of written program objectives
14. Submit the required program reports
15. Provide needed supervision for the program
16. Establish policies for the program which are in conformity with the policies of the State Board for Vocational Education

D. Development of an educational plan for movement of handicapped students into vocational education

1. Educational planning and placement committee must be convened
   - (a) To establish educational goals for student
   - (b) To recommend individualized regular and special education programs and services, based on diagnostic and other evaluative information
2. Administrative responsibilities
   - (a) Place student in appropriate program

(b) Assure that a curriculum plan based upon individual student performance objectives is written

(c) Direct a review at least annually of the programs and services provided to the handicapped student

(d) Advise the superintendent of the district and the parents of the handicapped student the findings of that review

IV. Program Planning

A. Needs assessment

1. Need for programs and services

2. Number of handicapped in community

3. Job opportunities available

B. Program design

1. Identify program goals

(a) Suggested program goals

(1) To develop and maintain an effective cooperative relationship between supportive agencies in the community such as the Division of Vocational Rehabilitation, manpower agencies, associations for the mentally and physically handicapped, employer groups and civic groups

(2) To develop a vocational counseling and assessment program which will help determine a student's vocational aptitudes, interests, assets, limitations and special needs thus enabling school personnel, parents and the student himself to design an indiviual educational plan for each handicapped student

(3) To establish and operate a continuum of prevocational and vocational programs at the elementary and secondary level, for the primary purpose of assisting in the vocational adjustment preparation of handicapped youth

(4) To develop a range of work experience and cooperative occupational education program options (to include both special programs and the integration of handicapped students in bridging the gap between the school program and the world of work

(5) To develop inservice training of school personnel serving the handicapped to include teachers, counselors, work

station coordinators, and ancillary/supportive service staff

(6) To establish and operate those supportive services needed to maximize a handicapped indivual's potential for success in a regular or specially organized vocational program

(7) To develop cooperative working relationships between the school district and the State Education Department (vocational education and special education) and the Division of Vocational Rehabilitation.

(8) To develop a coordinated effort at the local level among the directors of vocational education, special education, and guidance services to insure that the "strengths" of various programs are utilized in the most appropriate manner.

(9) To maintain an on-going developmental program which will be ever changing according to local factors such as available personnel, type of students, community resources, administrative hierarchy, school facilities and related programs

2. Identify program activities

3. Resource acquirement

   (a) Identify personnel requirements

   (b) Identify supply and equipment needs

   (c) Identify financial requirements

   (d) Construct time line for conduct of program

C. Evaluation design (see evaluation section of DPCL)

D. Evidence of interdisciplinary participation in program planning

1. Vocational education

2. Vocational rehabilitation

   (a) Local rehabilitation counselor or vocational adjustment coordinator

   (b) District office staff

3. Special education

4. General education

   (a) Administration

   (b) Instruction

5. Consumer or parent group

6. Other Federal and State agencies

V. Local advisory council

A. Mandated by law

1. Required of all recipients of VEA funds (P.L. 94-482)

2. May be established for program areas, schools, communities, or regions

B. Size

1. 5-12 members

2. Depends on size of district and the number of handicapped conditions represented in student body

C. Term served

1. Length (3 yrs.)

2. On staggered basis

D. Appointment

1. Suggested by program coordinator (responsible for coordinating advisory council)

2. Approved by administrative staff of school district

3. Officially appointed by board of education

E. Composition

1. Members of general public (94-482)

(a) Representative of business

(b) Representative of industry

(c) Representative of labor

2. Present or potential employer (above)

3. Employed handicapped person(s)

4. Representative(s) of state and local vocational and rehabilitation agencies

5. Representative(s) of other supportive agencies

6. Program enrollee or recent graduate

7. Parent(s) of program participant(s)

8. LEA administrator (ex-officio member)

9. Guidance counselor ("   "   ")

10. Special education administration

F. Responsibilities

1. General duties mandated by law

    (a) Provide agency with advice on current job needs

    (b) Advise on the relevancy of courses in meeting such needs

2. Suggested activities

    (a) Develop and maintain good community relations, including community acceptance of all aspects of the vocational education for the handicapped program

    (b) Suggest and support needed local, state and national action to assure adequate programs for handicapped students.

    (c) Keep program staff informed of the specific concerns of handicapped individuals and their advocates.

    (d) Keep program staff informed of new developments in vocational rehabilitation, including

        (1) changes in labor market that may effect employment of the handicapped

        (2) new developments in vocational assessment, counseling techniques, curriculum design

        (3) changes in governmental policies on local, state, and national levels that may effect the handicapped individual

        (4) new developments in adaptive equipment/devices that can assist a handicapped individual to achieve daily living skills and vocational competencies

    (e) Suggest ways for improving dissemination of program information

    (f) Speak on behalf of community leaders in suggesting new or modified curricula

(g) Make community surveys

(h) Provide instructional help through resource speakers and opportunities information

(i) Establish standards for planning vocational facilities and for selecting equipment and instructional materials

(j) Help secure donations of equipment and supplies

(k) Assist in determining criteria for evaluating student performance in various aspects of program

(l) Help develop secondary work experience and/or cooperative occupational education programs for handicapped students

(m) Assist in solving problems that involve employers and labor groups

(n) Assist in finding placement opportunities for students

(o) Assist in long term program planning/evaluation

(p) Provide accountability data for services provided, placement and follow-up services

Identification of Handicapped Students for Vocational Education

Identification of handicapped population (LEA responsibilities)

- a. Definitions
- b. Child find procedures
- c. Screening
- d. Maintaining register of handicapped students

Identification of vocationally handicapped

- a. Definition by statute (P. L. 94-482)
- b. Classification system (widely used now H. E. W.)
  - 1. Mentally retarded
    - a. Educable retarded
    - b. Trainable
  - 2. Learning Disability
  - 3. Seriously emotionally disturbed
  - 4. Orthopedically handicapped (crippled)
  - 5. Visually handicapped
    - a. Partially sighted
    - b. Blind
  - 6. Hearing impaired
    - a. Hard of hearing
    - b. Deaf
  - 7. Speech impaired
  - 8. Other health impaired
  - 9. Multihandicapped
- c. General individual elgibility criteria for classification as vocationally handicapped
  - 1. Criteria for classification as handicapped as established by SEA are met
  - 2. Diagnosed and classified by qualified professional persons

3. Because of handicapping condition, needs special services provided to succeed in a regular vocational program

D. Information needs for assessing individual's vocational handicap

1. Identification/description of the learner's functional abilities/disabilities
    - a. Psychomotor/physical skills
    - b. Perceptual skills
    - c. Communication skills
    - d. Social skills
    - e. Cognitive skills
    - f. Quantitative/numerical skills
2. Rating of the learner's specific ability/disability levels
3. Rating of the importance of the specific abilities/disabilities for occupational entry
    - a. Not needed
    - b. Desirable
    - c. Essential
4. Data and information (from key sources) which document the learner's vocational assets and liabilities
    - a. Observation of performance
    - b. Diagnostic/prescriptive assessment
    - c. Psychological assessment
    - d. Teacher report/referral
    - e. Parent communication
    - f. School achievement/attendance records
    - g. Medical examination
    - h. Work sample evaluation report
    - i. Vocational evaluation
    - j. Visual or hearing examination
    - k. Social service agency referral

E. Personnel and agencies who make referrals to vocational education programs

1. School personnel
    - a. Instructional personnel
    - b. Guidance personnel

        c. Special education personnel
        d. School health personnel
        e. Social service workers
        f. Administrative personnel

    2. Parents, guardians

    3. Public and social agencies
        a. Welfare
        b. Courts
        c. Health Department
        d. Clinics and hospitals
        e. Rehabilitation agencies
        f. Mental Health/Retardation

F. Recruitment for vocational education (to make handicapped students, parents, special education teachers, guidance counselors and others aware that vocational education services are open to the handicapped)

    1. Home visits

    2. Individual or small group sessions

    3. Brochure, booklet, etc.

    4. Visual materials (posters)

    5. Audio-visual presentation

    6. Parent advisory committee for vocational education for handicapped

    7. Other

G. Procedures for determining vocational potential

    1. Recommendations of counseling and special education staff

    2. Medical information regarding student's physical limitations

    3. Results of comprehensive vocational assessment

Vocational Assessment

I. Sites for vocational assessment

- A. School-based diagnostic center
  - 1. Location of physical site
    - a. Criteria for selection
      - (1) Adequate space requirements
        - (a) No. and type of work samples in vocational assessment plan.
        - (b) No. and handicapping conditions of students to be served.
      - (2) Accessibility of site to physically handicapped
      - (3) Conveniently situated to serve a large enough target population base to make comprehensive facilities practical
    - b. Potential school-based sites
      - (1) Area vocational center
      - (2) High schools serving handicapped students from one or more LEAs
      - (3) Mobile unit
      - (4) Private educational facility
  - 2. Staff requirements
    - a. Vocational evaluator responsible for administration (may be qualified work experienced coordinator or special education teacher)
    - b. One or more evaluator aides
    - c. Occupational therapist
      - (1) Full time
      - (2) Consultant basis
    - d. Teachers
    - e. Additional ancillary and supportive staff as needed
      - (1) Psychologist
      - (2) Vocational adjustment counselor

        - (3) Social Worker
        - (4) Physician
        - (5) Interpretor
        - (6) Mobility and orientation specialist
        - (7) Supplemental resource instructor in school-based diagnostic center

    3. Length of assessment period
        - a. One week - full day
            - (1) Individual counseling
            - (2) Psychometric and work sample assessment
        - b. Nine to 18 week assessment sequence - 2 period time block
            - (1) Individual counseling
            - (2) Psychometric and work sample evaluation
            - (3) One or more vocational course "tryouts" (or for severely handicapped, work adjustment in a prevocational lab)
        - c. Open-ended time frame based on individual's needs

B. Private/public rehabilitation center for assessment

1. Criteria for student eligibility
    - a. Minimum age of 16
    - b. All potential vocationally handicapped students
2. Length of assessment
    - a. 6-8 weeks full time in summer
    - b. 12-16 weeks on 1/2 day basis during school year
3. Cooperative arrangement of LEA with rehabilitation center
    - a. Financial
        - (1) Fee basis
        - (2) Contracted for total program
    - b. Liaison person (students/center/school) appointed

- c. School preparation of student data folders for rehabilitation center
  - (1) Medical and psychological reports
  - (2) Test results - achievement, personality, vocational aptitude and interests
  - (3) Other pertinent educational and social history data

C. Other sites for vocational assessment

- 1. Special residential summer program
- 2. Special summer program at area vocational center

II. Vocational Assessment plan

A. Components of assessment plan

- 1. Individual counseling to help determine the student's interests and potential career goals
  - a. Conduct an individual background interview
    - (1) To establish rapport with student
    - (2) To obtain specific biographical data
      - (a) Medical
      - (b) Social psychological
      - (c) Educational
      - (d) Economic
      - (e) Vocational
- 2. Prepare information folder which includes any of the following data available from files. Obtain other data as needed.
  - a. Medical data
    - (1) Total medical assessment
      - (a) Physical capacity
      - (b) General health
      - (c) Neurological damage

(d) Vision

(e) Hearing

(f) Speech

(g) Any suspected or evident anomalies precluding optional health and physical functioning

(2) Indication of whether treatment can modify or remedy some or all of the limitations

(3) Sources of data

(a) Current general physical exam

(b) Diagnostic examinations of a more specific nature as required

(c) Physical disability survey administered on voluntary basis to incoming high school students

(4) Job demands and physical capacities appraisal report

(a) Limitations of disability

(i) Physical capacities of student
(ii) Environmental conditions to avoid

(b) Routinely prepared for MR

b. Psychological assessment

(1) Types of assessment

(a) Verbal skills

(b) Performance skills

(c) Special interests and knowledge

(d) Intellectual and personality strengths and weaknesses

c. Educational assessment

(1) Items needed

(a) Transcript, credits and grades, to date

(b) Standardized achievement test results

(c) Attendance records

(2) Considerations in interpreting educational data

(a) Judge each student as individual, not representative of handicapping category

(b) Consider motivational factors and maturation levels

(c) Grades and test scores of mentally able physically handicapped should be interpreted with consideration for adverse effects of handicap on school achievements

(d) Current and potential rate of progress

d. Social assessments

(1) Anecdotal data assessing social maturity and citizenship

(a) Relationship to peers and adults

(b) Personal hygiene

(c) Appropriate behavior

(d) Family background

(e) Teacher's comments

(2) Work experience records and job progress reports

(3) Work attitude and behavior observed during assessment process or in prevocational lab

(4) Correlation of interests with abilities

B. Selection and administration of standardized vocational tests

1. Personnel who may be involved in the selection

a. Vocational evaluator

b. Work experience coordinator

c. Career guidance counselor

d. Vocational adjustment counselor

e. School psychologist

f. DVR personnel

g. Appropriate personnel from nearby college

h. Appropriate personnel from regional low-incidence handicap district

2. Type of tests

   a. Dexterity tests

   b. Aptitude tests

   c. Achievement tests

   d. Interest and attitude tests

   e. Locally developed basic skills tests

3. Guidelines for selection locally

   a. Number needed

   b. Type

   c. Which purchase?

   d. Which develop locally

      (1) Joint responsibility of vocational and special education staff

4. Guidelines for administration

   a. Special testing considerations

      (1) Individualize when appropriate

         (a) Alter instructions when necessary

            (i) Simplified verbal instructions for MR
            (ii) Sign language for HI
            (iii) Brailled or verbal for VI
            (iv) Other

         (b) Alter or modify format if necessary

            (i) Braille, large print, oral reading or taped version
            (ii) Administration of certain subtests only
            (iii) Non-written responses

      (2) Select tests which do not contain rigid time limitations as part of structure

      (3) Select tests valid for student's particular handicapping condition

(4) Tests must not be racially or culturally discriminatory

(5) Don't use a standardized test. Base assessment on observation of performance

(6) Use more than one testing procedure

b. Considerations for interpreting tests

(1) Purpose of assessment

(2) Immediate or long range use

(3) Individual's past and present environment

(4) Emphasis placed on positive aspects of student's performance

(5) The tests should assist student to:

(a) Understand himself better

(b) Appreciate and have some idea for using his strengths

(c) Appreciate and have some idea for correcting his weaknesses

(d) Have some positive moves to make

C. Selection and administration of work samples

1. Determine number and type to be purchased and/or developed locally

a. Criteria for selection

(1) Budgetary considerations

(2) Space available for work sample testing

(3) Various handicapping conditions represented among potential evaluees

(4) Graduated in difficulty from very simple structured operations to more difficult activities involving symbolic reasoning and abstract conceptualization

(5) Range from gross motor control to fine finger dexterity

b. Sources for acquisition

(1) Commercial vocational evaluation modules

(a) Types

(i) The TOWER system (Testing Orientation and Work Evaluation in Rehabilitation)

(ii) JEVS System (Jewish Employment and Vocational System)
(iii) Singer/Graflex System
(iv) Others

(b) Standardized systems

(c) Varying degrees of complexity

(d) Range of occupational areas

(e) Expensive

(f) May not be appropriate for assessment for the local program

(2) Developed by public or rehabilitation centers or similar agencies

(a) May be purchased on individual basis

(b) Norms based on specific handicapped populations may be available

(3) Developed by local personnel

(a) Sufficient variety to assess various manipulative and intellectual capacities

(b) Appropriate for assessing the student's potential for vocational offerings of the local program

2. Guidelines for use.

a. Individualized work sample battery for each student

(1) Student selects and proceeds until too difficult

(a) Leaving choice to student helps increase his occupational awareness

(i) Physical demands of job
(ii) Educational requirements
(iii) Obligations as a worker

(b) Consistently making selections beyond his physical capacity to perform indicates need for counseling

b. Testing procedure must have definite instructions and standards

(1) Samples administered individually and timed

        - (a) Make as objective as possible
        - (b) Individualize attention
      - (2) Standardized set of instructions
        - (a) Options available if needed
    - c. Use instructions which minimize reliance on reading ability unless reading skill a requirement of the task
      - (1) Oral - written
      - (2) Demonstration
      - (3) Audio-visual techniques
      - (4) Practice exercises
    - d. Utilize standardized norms in rating work sample performance
    - e. Accentuate positive in interpreting results

- D. Criteria for assessment of work behavior
  - 1. Make use of work behavior checklists which indicate behaviors to be observed (Various such checklists or models for work behavior are available.)
  - 2. Utilize student's performance on various tasks during the vocational assessment period to rate "work personality"

III. Guidelines for preparation and utilization of an individual vocational assessment report on each student.

- A. Develop assessment report format
  - 1. Present state of student's vocational aptitudes, interests, assets, limitations and special needs for vocational placement
  - 2. Supplemental needs required to achieve vocational success
    - a. Medical help
    - b. Psychological counseling
    - c. Social skill development
    - d. Physical modifications of program materials and classrooms

3. Specific traits assessed
    a. Behavioral
    b. Aptitude
4. Major assets
5. Specific problems in various areas of assessment
6. Determination of potential for training and/or placement

B. Assure that there is a vocational placement available for handicapped students upon completion of vocational evaluation

C. Hold conference with student, parents, and program staff (vocational evaluator, prevocational coordinator, guidance counselor, teacher)

1. Discuss results of assessment
2. Discuss need for ancillary services with appropriate school/community personnel
3. Copy of report placed in file

IV. Guidelines for the preparation and utilization of composite vocational assessment reports (all students)

A. Summary report regarding impact of the vocational assessment program on the student and the program for the handicapped

B. Annual composite report on vocational assessment results

1. Essential component in self-evaluation of program
2. Topics to include
    a. Average functioning level of students
    b. Suggestions for curriculum modification
    c. Suggestions for work experience activities in school and community

C. Inform program staff of results of vocational assessment

1. Staff meetings
2. Individualized basis
3. Copy of report in accessible location

Program Placement

I. Handicapped students must be assured of equal access to existing vocational programs.

II. Placement in a barrier-free setting with appropriate safety provisions must be available.

III. Vocational education must be provided in the least restrictive environment.

  A. To the maximum extent appropriate, handicapped students are educated with students who are not handicapped.

  B. Special classes or separate schooling occur only when the nature and severity of the handicap is such that education in regular vocational education classes with the use of supplementary aids and services cannot be achieved satisfactorily

  C. Continuum of various alternative placements must be available to meet vocational education needs of handicapped students

    1. Regular vocational program

      a. Indirect services (help to teachers) provided

      b. Direct services to students provided

      c. Student spends part of the time in a resource room receiving special help but most of the time in the regular class

    2. Separate vocational education classes

      a. Part-time in regular class

      b. Self-contained in regular education facility

      c. Separate class in special education facility

   3. Sheltered
      a. Residential
      b. Hospital
      c. Other institution

IV. Periodic review of placement

   A. An assessment of the general progress the learner is making and identification of specific modifications which need to be made in the learner's instructional program

   B. Evaluation Questions
      1. What general progress has the handicapped learner made to date in his/her instructional program?
      2. What concern does the instructional staff have regarding the learner's progress?
      3. What changes in the learner's instructional prescription and program appear necessary?

   C. Information Needed
      1. Rating of the learner's specific ability/disability levels in functional performance categories.
      2. Class attendance record of the learner
      3. Test results and other assessment data collected by the instructional staff
      4. Indication of the specific problem(s) the learner is encountering
      5. Specific modifications needed in the learner's instructional prescription
         a. Instructional content changes
         b. Methods and/or materials changes

c. Modification of extent or type of special services needed

d. Other changes

D. Assessment Activities

1. Performance testing
2. Formal testing (paper/Pencil)
3. Work simulation testing
4. Observation
5. Learner product assessment
6. Other

E. Personnel involved in review

1. Special needs coordinator
2. Special education teacher
3. Vocational instructors

F. Time Frame

1. On-going during the instructional program
2. Monthly progress checklist
3. Annually

G. Audiences for Assessment Data

1. Teachers
2. Handicapped
3. Program administrators
4. Counselors
5. Parents/guardians
6. Administrators of cooperating agencies
7. State vocational rehabilitation counselors
8. Advisory committees

E. Administrative Utilization of Data

1. Adjust or expand program resources (supportive services, special equipment, instructional materials, etc.) so as to fully serve the identified handicapped learners
2. Monitor effectiveness of assessment procedures
3. Adjust budgets

V. Summative Review of Placement

A. A comprehensive evaluation of the learner's progress conducted upon the completion of an occupational education course or program

B. Evaluation Questions

1. What occupational competencies or skills has the learner obtained which prepare him/her for entry employment?
2. To what performance level have the occupational competencies or skills been refined/developed?
3. To what extent have the learner's functional disabilities been remediated?

C. Information Needed

1. Identification of the specific occupational competencies or skills the learner has attained
2. Rating of the performance level attained for each competency or skill
3. Specific description of the performance level attained for each competency or skill
4. Rating of the learner's functional abilities/disabilities following the instructional program

D. Assessment Activities

  1. Performance testing
  2. Formal testing (paper/pencil)
  3. On-the-job performance rating
  4. Work simulation testing
  5. Observation
  6. Assessment of products produced by learner

E. Personnel involved in review

  1. Occupational teacher
  2. Special education teacher
  3. Workeexperience coordinator
  4. Employers
  5. Other key personnel
  6. Parent advisory committee

F. Time frame

  1. Initiated near the end of the course or instructional program
  2. Completed once the instructional activities have terminated

G. Suggested instrumentation to measure progress

  1. Commercially-prepared, standardized instruments
  2. Teacher-made instruments can be used
  3. Standardized competency exams and certification exams

H. Audiences for Assessment Data

  1. Handicapped learners
  2. Future teachers
  3. Counselors
  4. Parents/guardians

5. Program administrators
6. Employers
7. Supportive agency personnel
8. Advisory committees

I. Administrative utilization of data

1. Inclusion in reports to state and federal agencies
2. Planning for future programming
3. Overall occupational program evaluation

SERVICE DELIVERY

I. General Considerations

A. Population source

1. Opened to all students
2. Quotas limiting number of handicapped students
3. Open to specific populations

B. Eligibility

1. Chronological age
2. Mental age
3. Type of disability
4. Vocational readiness (able to profit from services)

C. Prescription for admission

1. Diagnostic vocational evaluation for specific training area
    a) Potential for vocational area
    b) Interest preference
2. Occupational laboratory experience
3. Other

D. Level of program

1. School
2. LEA
3. IEU
4. State institution
5. Post secondary vocational education
6. Junior and community college

II. Regular vocational program with modifications or special services

A. Diagnosis of individual's needs

1. Identify problems which impede participation in a regular program

2. Identify changes in curriculum, instructional materials, equipment, facilities or methods which will help the individual achieve vocational success.

B. Curriculum modifications

1. Adaptations of curriculum to different time allocation (within regulations of the school code)

   a) Longer instructional period

   b) Longer total time for course completion

   c) Summer orientation for remediation program

2. Specially designed textbooks, instructional materials and equipment modifications

   a) Individualized instructional packages

   b) Materials in Braille

   c) Large print materials

   d) Signals which use sound rather than sight (safety devices)

   e) Printed rather than verbal instructions

   f) Signals which use sight rather than sound (safety devices)

   g) Sound amplification devices

   h) Adaptations of regular equipment, such as hand controls added to machines

   i) Special desks and work tables for students in wheelchairs

   j) Simplified equipment

   k) Simplified instruction guides and manuals

C. Scheduling modifications

1. Flexible schedule which permits program entrance/exit at intervals as student progresses

2. Mini-courses of single skill development within a broader program of study

3. Lab-type courses for extended study of deficiency remediation
4. Extensions of time for program completion
5. Instruction on an individual basis
6. Programs conducted in cooperation with business and industry
7. Other additional services requiring significant modifications of the student's schedule

D. Supplemental educational services

1. Psychological services (testing, evaluation, consultation and diagnosis)
2. Vocational guidance and counseling
3. Job placement and follow-up
4. Transportation services in addition to those supplied regular students
5. Tutorial services
6. Bilingual/bicultural instruction
7. Reader services for the visually handicapped persons
8. Attendant services to assist physically handicapped persons
9. Interpreter services for deaf persons
10. Note-taking services
11. Family counseling services related to the occupational program of students
12. Big brother or sister arrangement
13. Supplemental resource instructors assigned to vocational instruction areas

III. Special vocational program

A. Students receive instruction in a special class setting

1. Self-contained classrooms
2. Self-contained facilities
3. Segregated use of regular facilities

        - a) With regular vocational education instructor
        - b) With special vocational education instructor

- B. Conditions leading to special program placement
    - 1. Integration into a modified vocational program and the provision of supplemental services will not meet the needs of the student
    - 2. Maximum use can be made of facilities, special equipment, instruction materials and staff
    - 3. One or both of the above conditions exist and sufficient number of students with similar needs are available to make a special program feasible
- C. May serve as stepping stone to later regular class placement
- D. Program content
    - 1. Regular curriculum
    - 2. Regular time schedule
    - 3. Regular curriculum at modified time schedule
    - 4. Modified curriculum
        - a) Adapted materials
        - b) Adapted occupations
        - c) Develops pre-vocational skills
    - 5. Individualized system

IV. Pre-vocational Program

- A. Eligibility
    - 1. Part of curriculum for all students
    - 2. Part of curriculum for students who need to develop pre-vocational skills
- B. Various disciplines
    - 1. Pre-vocational
    - 2. Occupational therapy
    - 3. Functional education

        4. Vocational rehabilitation
        5. Psychology
    C. Pre-vocational skills
        1. Manual
        2. Perceptual
        3. Job related skills
        4. Behavioral
    D. Time schedule
        1. Days per week
        2. Hours per week
        3. Hours per day
    E. Referral for vocational training

V. Occupational training experiences
    A. Level
        1. Sheltered workshop
        2. Work activity center
        3. Occupational day training center
        4. In-house work station
        5. Other
    B. Source of work
        1. Sub-contract
        2. In-house service
        3. Job samples
    C. Salary
        1. Piece-rate
        2. Hourly-rate
        3. Non-productive rate
        4. None
        5. Contract rate

D. Training Area

1. Assembly
2. Packing
3. Warehouse
4. Food Service
5. Clerical
6. Custodial and housekeeping
7. Laundry
8. Sales
9. Groundskeeping
10. Paramedical
11. Parateaching
12. Child care
13. Other

E. Compliance with Federal and State Law

1. Sheltered workshop guidelines
2. Minimum wage law
3. Safety standards

VI. Work-study Experiences

A. Eligibility

1. Upon completion of vocational education program
2. Upon completion of pre-vocational program
3. Other

B. Location

1. Private industry
2. Government agency
3. Sheltered employment
4. In-house service (supervised by training personnel in the specific service)

C. Time Schedule

1. Full time

2. Part time

a) Every other week

b) Days per week

c) 1/2 day

d) Hours per day/week

D. Type of program

1. Work experience

2. On-the-job training (OJT)

a) Employer will hire student after successful training

b) Student will be placed after successful training

E. Contract with employer

1. Responsibility of employer

2. Responsibility of teacher/coordinator

3. Responsibility of student

F. Identification of potential jobs

1. Work study

2. Placement

VII. Individualized Special Vocational Programs

A. Extensive individualization within a regular classroom/laboratory setting

B. Program to serve handicapped persons in situations where special class placement is not feasible

1. Low prevalence of handicapping condition

2. Specialized vocational needs of individual student

C. Flexible modular scheduling approach whereby a handicapped student participates in a regular vocational course for only a limited number of instructional modules

D. Expected performance standards will typically differ from those required of students in a regular program

E. Should provide job entry-level skills and may also provide prerequisite skills needed for entry into post-school training

VIII. Job Placement and/or Further Training

A. Placement service guidelines

1. Person(s) responsible for placement

a) Vocational instructors

b) Vocational rehabilitation counselor

c) Special needs team members

d) Director of placement

e) Placement counselor

f) Other agencies (CETA,welfare)

2. Amount of time spent

a) Full time

b) Part time

c) Released time

3. Procedures

a) Coordinate specialized placement services for HC with placement services for all students

b) Coordinate specialized placement services with VR services and placement

B. Summer and part-time employment

1. Organize a clearinghouse of job opportunities

2. Develop procedures to facilitate matching qualified students with available jobs

3. Assist students in solving job related transportation problems

C. Permanent employment

1. Establish a clearinghouse of job opportunities

2. Establish procedures to match the student with a job

a) Survey community employment situation

b) Conduct individual interviews

c) Determine potential placement areas

1) Job interest survey

2) Vocational assessment

3) Vocational skill preparation course

4) Work experience records

3. Placement activities

a) Information to employers

1) Concerning fears in hiring handicapped

2) Concerning advantages in hiring the handicapped

3) Adaptive devices and modification of work tasks/work environment

b) Community contacts

c) Actively search for job opportunities

d) Working relationships with other placement agencies

D. On-the-job follow-up procedures

1. Determine how handicapped individual is adjusting

2. How employer is reacting

3. Problems to be resolved

4. Timing

a) 15-30 days after placement

b) 60 days

c) 90 days

d) 6 months

E. Post-secondary education and/or training

  1. Assist students in becoming informed

    a) Opportunities available

      1) Special programs

      2) Services

      3) Modification and accessibility of facilities

    b) Financial aid

PERSONNEL

- I. Adequate ratio of students/staff
  - A. Professional
  - B. Paraprofessional
- II. Professional disciplines
  - A. Teacher certification
    - 1. Type
      - a. Special education
      - b. Vocational education
      - c. Special needs vocational education
      - d. Other/combination
    - 2. Level of competency
      - a. Educational requirements
      - b. Experience requirements
  - B. Other disciplines related to vocational training
    - 1. Counseling
      - a. Vocational
      - b. Rehabilitation
      - c. Guidance
    - 2. Psychologist
    - 3. Occupational therapist
    - 4. Vocational Rehabilitation Personnel
  - C. Supportive services personnel
- III. Recruitment of personnel

IV. In-service training

- A. Content
    - 1. Characteristics of different handicaps
    - 2. Adapted materials
    - 3. Vocational skill training
    - 4. Equipment
        - a. Work samples
    - 5. School policies
    - 6. Specific program operations & procedures
    - 7. Interdisciplinary approach
- B. Time frame
- C. Method
    - 1. Seminar
    - 2. Lecture
    - 3. Audiovisual presentation
    - 4. Supervised experience
    - 5. Other

V. Staffing assignments

- A. General
- B. Specific

VI. Job roles & responsibilities

- A. The special needs vocational education program coordinator/director
    - 1. Responsibilities to the district

  - a. Collect information and write reports on program status for district superintendent
  - b. Participate in various district level meetings with cooperating agencies
  - c. Provide public relations information to district school boards and interested persons
  - d. Account for all purchase orders

2. Responsibilities to the school/program
  - a. Assist in the dissemination of information about the program
  - b. Acquire intake information on perspective students
  - c. Facilitate the clarification of the programs objectives
  - d. Recruit and supervise staff
  - e. Project staffing needs
  - f. Project supply needs and determine method of funding
  - g. Prepare annual budget
  - h. Maintain standards of federal, state and local law in regard to safety, minimum wage, and sheltered workshops
  - i. Familiarize staff with the provisions of the Vocational Education State Plan
  - j. Review and evaluate each student's IEP - Coordinate with special education director
  - k. Approve any changes

3. Responsibilities to business
  - a. Communicate with business, industries, unions, and other private and government agencies regarding the program
  - b. Job procurement
  - c. Job development

B. Special/vocational education teacher

1. Orientate students to program
2. Help prepare annual budget
    a. Suggest equipment and material
3. Provide vocational evaluation
    a. Administer work samples
    b. Administer interest and aptitute tests
4. Provide related academic instruction
5. Responsible for inventory
    a. Maintain equipment in working order
6. Submit evaluation report on student's/program's status
7. Maintain student's records
8. Plan and conduct field trips to vocational sites
9. Follow planned instructional sequences of student's IEP

C. Counselor

1. Assist in the intake process
2. Provide individual and group counseling
    a. Psycho-social
    b. Vocational
    c. Work exploration
    d. Job readiness
3. Assist in placement
4. Assist in vocational evaluation and training

5. Act as a resource in modifying any inappropriate behavior
6. Contribute to the development of the student's IEP

D. Supplemental services supervisor

1. Develop and coordinate supplemental services
    a. Identify community resources
2. Develop an accountability system for the purchase of services
3. Schedule students' time slots
    a. Arrange the necessary transportation
4. Expedite diagnostic procedures
5. Assist in the evaluation of the supplemental services delivery system
6. Terminate supplemental services contract
7. Write periodic reports for student file and LEA

E. Work-study coordinator

1. Use the student's evaluation report and knowledge of the criteria of occupational fields to make an appropriate placement
2. Maintain adherence to the various laws as they relate to work
3. Offer counseling services to students at work settings
4. Identify academic related skills necessary for successful placement
5. Facilitate a pre-placement instruction group
    a. Develop curriculum material for this group
6. Develop work-study sites
7. Inform business and industry as to the objectives of the program
8. Supply adequate supervision for students

   9. Supply adequate assistance for employers in adjusting to the student's need

F. Professional support personnel

   1. Minimum standards for each discipline

   2. Ability to integrate their expertise in the student's vocational training

   3. Ability to contribute as a member of an interdisciplinary team

G. Para-professional

   1. Assist teacher/evaluator

      a. Planning instructional material

      b. Individual tutoring

      c. Evaluating students' performance

      d. One-to-one instruction

      e. Developing educational media

      f. Modifying inappropriate behavior

      g. Collecting information necessary for the intake process

      h. Setting up work samples

      i. Maintaining work equipment

      j. Storing work equipment

   2. Transporting students

   3. Helping the student with personal needs

FACILITIES & TRANSPORTATION

I. Vocational facilities for handicapped students

A. Minimum safety standards

1. Buildings

2. Machines and other equipment

B. Architectural design

1. Compliance with the Architectural Barrier Act of 1968
   - a) American standard specifications
   - b) Building standards of the University of Illinois Rehabilitation Center
   - c) Other standards approved by the Secretary of HEW

2. Specifications
   - a) Location
     - (1) Easily accessible
     - (2) Area which is apart from academic classrooms
     - (3) Access to storage areas
     - (4) Access to exits
     - (5) Extra safety devices
   - b) Capacity
     - (1) Work area - 1 student per 100 square feet
     - (2) Type and degree of handicap

C. Adaptive facilities and equipment

1. Safety devices on machines
   - a) Guard rails
   - b) Cover plates
   - c) Warning plates for tactual interpretation
   - d) Warning lights
   - e) Warning sounds

2. Operating devices
   - a) Hand controls
     - (1) Mono-
     - (2) Bi-
   - b) Foot controls
   - c) Hand-foot controls (Hemi)
   - d) Head controls
   - e) Mouth controls

3. Miscellaneous Equipment
   - a) Adaptive handles on tools
   - b) Guard plates to direct finger accuracy
   - c) Left handed scissors
   - d) Pattern guides
   - e) Cutting guides
   - f) Magnifying devices
   - g) Tape recorders
   - h) Other

II. Transportation

A. General provisions for eligibility

1. Reasonable walking distance if ambulatory

2. Parents must reside in the district providing the transportation
   - a) Place of origin must be in the district providing the transportation

3. Enrolled in a public school of the LEA district

4. Interdistrict transportation
   - a) Program is IEU sponsored
   - b) Transportation agreement for 2 or more districts

B. Transportation to and from approved programs for all exceptional children

1. Public day schools

2. Out-of-state programs
3. Out-of-state schools for deaf-blind children
4. State schools for the deaf and blind
5. Development centers for handicapped children
6. Day classes in other locations
7. Special classes
8. Work experience programs (including field trips)
9. Special programs in other school districts
10. Approved private special education programs
11. Only within the state to day classes in public school system
12. Only within the state to residential facilities in the public school system
13. Parochial school
14. Approved vocational programs
15. Approved job placement stations
16. Approved outside services
    a) Physical
    b) Psychological
        (1) To clinics
        (2) To private approved personnel
    c) Social services
17. Other, as determined by the local board

C. Transportation to jobs upon completion of vocational training

1. As part of training, prepare students to be independent in solving transportation problems
    a) Public transportation use
    b) Car pooling
    c) Drive themselves
    d) Parents transport
    e) Walking or bicycling

2. Assist students who need help to solve job-related transportation problems
    a) Make special arrangements where transportation difficulties would totally preclude the student's reporting to the job.

Fiscal

I. Sources of Funds

A. Federal

1. (Education Amendments of 1976 (P.L. 94-482)) - Title II - Vocational Education

a. 10% of Basic State Grant is setaside for handicapped (States must match Federal funds)

b. Only services over and above those provided in regular programs can be paid for out of setaside funds

c. Types of services that may be funded:

1.) Advisory/coordinating committees -- required to help formulate programs, to act as liaison between school and community, and to support legislation. The following costs are allowable:

a.) Formation and servicing of the Advisory Committee for the Handicapped
b.) Formation and participation in State and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members to attend meetings.

2.) Survey/evaluations -- conducted by staff members or on contract

a.) Identification of handicapped population and the geographical areas in which they are concentrated
b.) Employment opportunities for handicapped youth and adults
c.) Effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for handicapped persons
d.) Identification of other agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education

3.) Recruitment/promotional activities -- designed to reach handicapped persons and potential employers and to develop community participation and support

a.) Advertising through newspaper or television
b.) Announcements through posters, flyers, brouchures, and other visual presentation
c.) Speaking engagements with community groups, local chapters of social welfare organizations

4.) Identification of handicapped -- needed to identify and classify specific problems of individual student

   a.) Counseling service for student and/or his family including salaries for time over regular duties
   b.) Preparation of diagnostic and evaluation tools
   c.) Education testing to determine academic level, interest, and abilities
   d.) Vocational or work evaluation

5.) Staff development -- required to prepare teachers to work with handicapped students

   a.) Teacher training programs, including pre-service and in-service training
   b.) Travel costs and salaries of faculty members to attend seminars, conferences, workshops, and special institutes

6.) Scheduling modifications -- needed to provide additional time for faculty to assist identified handicapped students. Additional faculty time and related expenses may be required when any of the following situations occur:

   a.) Extension of school day, week, or year
   b.) Addition of another semester
   c.) Instruction on an individual basis
   d.) Flexible scheduling of students to permit program entrance/exit appropriate with progress

7.) Curriculum modifications -- required to enable individual students to continue in regular vocational education program by assisting them to compensate for the handicap

   a.) Allocation of additional time to develop skill
   b.) Specially designed work books or text books
   c.) Task analysis of occupations to identify possible modification in instruction, equipment, or methods

8.) Curriculum development -- required to provide students with a specially designed program to suit their individual needs

   a.) Research, experimental, and demonstration projects
   b.) Contracts with consultants, specialists, or teachers
   c.) Salaries of teaching staff and curriculum specialists
   d.) Individualized learning packages
   e.) Orientation programs to develop social skills, attitudes, and consumer education
   f.) Orientation programs to observe various occupations
   g.) Special supplies and instructional materials

9.) Equipment modification for the handicapped

   a.) For the visually handicapped: Instruction in Braille; large print materials; signals which use sound rather than sight; special safety devices, such as guard rails around moving parts of a machine

   b.) For the deaf and hard of hearing; Printed rather than verbal instructions; signals which use sight rather than sound; sound amplification devices
   c.) For the orthopedically handicapped: Adaptations of regular equipment, such as handcontrols added to machines usually operated by foot controls; special desks and work tables for students in wheel chairs; ramps for students who cannot use stairs
   d.) For the mentally retarded: simplified equipment; simplified instruction guides and manuals
   e.) For the cardiac and other physically impaired: additional facilities for rest rooms; handrails in washrooms and in corridors

10.) Supplemental educational services -- designed to assist students in regular or special vocational programs

   a.) Psychological services to test, diagnose, and evaluate emotional and mental problems
   b.) Guidance and counseling services, including referral and followup services
   c.) Job placement services, including job finding and employment followup
   d.) Tutorial services
   e.) Transportation services, in addition to those provided regular students
   f.) Family counseling services related to vocational program of student
   g.) Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped

11.) Facilities -- required for reaching and teaching handicapped students

   a.) Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units
   b.) Rental of nonpublic space to serve as classrooms in locations more accessible to the population
   c.) Contracts with private nonprofit schools which can provide programs and services more effectively and economically than public schools

12.) Business community cooperation -- required to enlist support of goals of vocational education for the handicapped through job offers, teacher training and upgrading of skills. The following costs are allowable:

a.) Additional staff to coordinate, supervise, and guide work experience or work study programs
b.) Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

2. The Rehabilitation Act of 1973 (P.L. 93-112)

a. Purpose of grants is to rehabilitate handicapped individuals so that they may prepare and engage in gainful employment to the extent of their capabilities

b. Fundable services include, but are not limited to:

1.) Diagnostic and related services incidental to the determination of eligibility for and the scope of services to be provided, including medical and vocational diagnosis

2.) Vocational counseling, training, and instruction, including personal adjustment training

3.) Physical restoration, including corrective surgery, therapeutic treatment, hospitalization, prosthetic devices

4.) Transportation

5.) Occupational and business licenses or permits, customary tools and equipment, maintenance, books, supplies, and training materials

6.) Initial stocks and supplies

7.) Placement

8.) The acquisition of vending stands or other equipment, initial stocks and supplies for small business enterprises

9.) Supervision and mangement of small business enterprises, merchandising programs or services rendered by severely disabled persons

10.) The establishment, improvement, maintenance or extension of public and other non-profit rehabilitation facilities, centers, workshops, demonstration projects and research.

   - c. These services shall be provided for residents whose capacity to earn a living has in any way been destroyed or impaired through industrial accident or otherwise, provided that such persons shall be entitled to free choice of vendor for any medical or dental services thus provided.

  3. Part B of the Education of the Handicapped Act as amended by P.L. 94-142
     - a. Provides formula grant funds to State and local educational agencies to assist them in the education of handicapped children.

B. State Apportionment Funds

  1. States must match 10% setaside of Vocational Education setaside funds for handicapped

C. Local Funds

  1. LEA should set district priorities for using local funds
     - a. Sensitive to needs of handicapped students
     - b. Retain programs which increase likelihood of student success
  2. State and Federal monies should supplement but not supplant local effort

D. Private Contributions

II. Local Accountability

A. Non-commingling of funds under Vocational Education setaside for handicapped

  1. Accounting procedures should be established which assure that excess cost expenditures for handicapped can be separately identified from other vocational education expenditures (not a prorated share of a vocational program cost)

B. Examples of services involving additional costs and types of records to substantiate added costs.

  1. Services involving additional costs
     - a. Additional staff
     - b. Special assignment of staff
     - c. Staff development
     - d. Materials and equipment
     - e. Curriculum development/modification

  - f. Schedule modification
  - g. Facility/equipment modification

2. Documentation
  - a. Individual staff contract
  - b. Record of payment
  - c. Record of staff attendance
  - d. Payment of salary
  - e. Contract
  - f. Payment of materials
  - g. Payment of added salary
  - h. Computed facility cost
  - i. Rent receipt

Program Evaluation

I. Time Frequency
   A. Annually
   B. Semi-annually
   C. Bi-annually
   D. Monthly

II. Availability of necessary funding

III. Method
   A. Personnel
      1. In-house
         a. Individual
         b. Evaluation team
      2. Outside source
         a. Consultant
         b. Advisory committee
         c. Independent evaluation team
   B. Instruments
      1. Check lists
      2. Open ended questions
      3. Rating scales
      4. Students records
      5. Student interview and questionnaires
      6. Follow-up on students who completed or terminated the program
      7. Production rates
      8. Behavioral observations
      9. Record of IEP goals achieved

IV. Purposes

   A. Determine whether needs assessment is met

   B. Justify program for LEA involvement

   C. Justify program for continued state and federal funding

   D. Provide feedback for staff

   E. Determine areas which need improvement

V. Criteria for program success

   A. Provides vocational education to the desired population

   B. Complies with federal, state and local regulations and guidelinesa

   C. Offers a variety of vocational training areas

   D. Conforms to each student's IEP

   E. Evaluative measurements of students

      1. Increase in work skills

      2. Student awareness of the world of work

      3. Degree of student's responsibility for behavior

      4. Number completed vs. number dropped-out

      5. Students' satisfaction

   F. Work-study employer's satisfaction

   G. Cooperating agency's satisfaction

   H. Staff's satisfaction

   I. Placement

      1. Number of students placed

      2. Number of students placed in desired jobs

      3. Number of students remaining employed

         a. At least 6 months

         b. More than 1 year

      4. Amount of congruence between vocational training and actual job requirements

APPENDIX C

Local administrators who reviewed the first draft of the policy guide.

Project Director Visits with
Local Educational Agency Administrators
Review of Draft Manual

July 19
11:00 am - 4:00 pm

South Middlesex Regional Vocational Technical School District, Joseph P. Keefe Technical School, 750 Winter Street, Framingham, Mass. 01701 (617)879-5400

Reviewers: Robert W. Leonard, Coordinator, Special Needs Department

Walter A. White, Program Development Specialist
Vocational/Special Education
The Alpha Group, Mass. SEA
(former coordinator of the Special Needs Dept.)

July 20
9:00 am - 10:30 am

West Springfield Public Schools
26 Central Street, West Springfield, Mass. 01089
(413)781-7550

Reviewer: Chris Grammaticas, Supt. of Schools

July 21
10:00 am - 2:30 pm

New York State School for the Deaf, 401 Turin Street, Rome, New York 13440, (315)337-8400

Reviewers: J. Jay Farman, Supt

Al Molmed, Director of
Center for Evaluation, Counseling and
Special Programs (Career/Voc. Ed.)

July 25
10:00 am - 12:30 pm

Pittsburgh City School District
341 S. Bellefield Avenue
Pittsburgh, Pa. 15213
(412)231-3245

Reviewer: Charles Cohen, Coordinator
Project Liaison

July 26
9:00 am - 1:00 pm

Project NOW
318 Broadway
Findlay, Ohio 45840
(419)422-6121

Reviewer: Doris W. Stone, Project Coordinator

July 27
9:00 am - 12:00 noon

Special School District of St. Louis County
12110 Clayton Road
Town and Country, Missouri 63131
(314)567-3700

Reviewer: Gregory Muenster, Director
Career Alternatives Project

August 2
1:00 pm - 4:00 pm

Orange County, Florida
Exceptional Student Education
800 South Delaney Avenue
Orlando, Florida 32801
(305)423-9230

Reviewer: Ron Sterns, Exceptional Student Education

August 3
9:00 am - 11:30 am

Dade County, Miami Florida
Exceptional Student Education
733 E. 57th Street
Hialeah, Florida 33010
(305)685-7492

Reviewers: Wylamerle G. Marshall, Director
Exceptional Child Education

Algernon V. Johnson, Educational Specialist
Title I for the Handicapped

Michael M. Exelbert, Coordinator
Home/Hospital Program

Adelaide Ware, Coordinator
Learning Disabilities

Dorothy L. Ozburn, Consultant
Exceptional Child Education

Peter C. Paraskeva, Coordinator
Emotionally Disturbed, Visually Impaired, Deaf/Blind

Observer: Ernest Upthegrove, Director
Planning for Vocational, Adult and Career Education

August 8
1:00 pm - 4:00 pm

Longview Public Schools
P. O. Box 3268
Longview, Texas 55601
(214)753-4504

Reviewers: Jack Lynch, Director
Vocational Education

Don Mercer, Director
Special Education

August 9
9:00 am - 1:30 am

Vocational Training and Education Program
1034 East Adams
Tucson, Arizona 85719
(602)624-6611

Reviewer: Robert Rapp, Assistant Director for Services
University of Arizona Rehab. Center
and Acting Director, Voc. Training and Ed. Program

August 11
1:00 pm - 6:00 pm

Glendale Union High School District
7650 North 43rd Avenue
Glendale, Arizona
(602)934-3411

Reviewer: David C. Roels
Director of Special Education

Additional Reviews of Draft Manual

July 22
(Mike Ward and
by mail)

BOCES, Southern Westchester
65 Grasslands Road
Valhalla, New York 10595
(914)761-3400

Reviewer: Donna M. Santa, Director
Occupational Education

July 22
(Review by mail)

Board of Cooperative Educational Services of Nassau County
Division of Occupational Education
Salisbury Center
Valentines Road and The Plain Road
Westbury, New York 11590
(516)997-8700

Reviewer: Aaron Schaeffer
Associate Administrator

APPENDIX D

Policy Statement Review

Section Review

Policy Statement Review

Policy number:	Topic
Appropriateness • Does this statement represent appropriate policy for LEAs? • If not, how should it be revised? • Or do you recommend deleting it?	
Consistency • Is this statement consistent with the level of specificity of other policy statements in this section? • If not, how should it be revised? • Or should it be deleted?	
Comprehensiveness • Does this policy statement adequately cover the topic? • What additions or revisions are needed?	
Clarity • Is this statement written in a clear, understandable manner? • Suggest improvements, if any.	

Section Review

Name of Section:	
Comprehensiveness: ● Are there any omissions or gaps in policy areas in this section? ● Describe any topics which should be added.	
Consistency ● Are the policy statements in this section consistent in level of specificity with those in other sections and with each other? ● If not, are they appropriate for this section? ● Should there be statements of more specific policy?	
Presentation ● Are the policy statements organized and presented in a logical fashion? Describe any reordering that would improve this section.	

APPENDIX E

Second Draft of

VOCATIONAL EDUCATION
ADMINISTRATIVE POLICIES MANUAL
FOR HANDICAPPED STUDENTS

VOCATIONAL EDUCATION
ADMINISTRATIVE POLICIES MANUAL
FOR HANDICAPPED STUDENTS

October, 1977

The Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

SECOND DRAFT

VOCATIONAL EDUCATION
ADMINISTRATIVE POLICIES MANUAL
FOR HANDICAPPED STUDENTS

Dr. Alan Abeson, Project Director
Sharon Davis, Project Coordinator

October, 1977

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

The work performed herein was done pursuant to a grant (G007604704) from the Bureau of Occupational and Adult Education, U. S. Office of Education, Department of Health, Education, and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

DRAFT ONLY

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Foreword

Today there is extensive public policy at all governmental levels mandating the appropriate education of all handicapped children. Interpretation of these mandates has led to the clear enunciation that vocational education as well as more traditional education programs must be available to handicapped students. This concept has in effect been stated in the regulations accompanying P.L. 94-142, the Education for All Handicapped Children Act of 1975. Equally important is P.L. 94-482, the Education Amendments of 1976, which calls for the expansion and strengthening of vocational education programs for handicapped students by requiring that at least 10% of the dollar resources provided to the states be used for this purpose. In addition, this latter Act calls for the use of these funds in ways that are totally consistent with the implementation of P.L. 94-142.

The emphasis represented by these acts for providing opportunities for the vocational education of handicapped students is relatively new to American education. Consequently, many state and local education agencies have not as yet adopted clear written policies providing for the establishment of these required programs. The absence of these policies places the educators working at these levels at a distinct disadvantage, since without policy, there is no basis in the building and maintaining of effective programs over time.

It was with recognition of the absence of these policies that The Council for Exceptional Children as part of its continuing efforts to develop and disseminate appropriate policy for the education of all exceptional children undertook the development of this vocational education administrative policy manual for the education of handicapped students. The specific purpose was to make available a manual that could be used by state and local education agencies as they initiate and/or refine their policies for the vocational education of these children. The project was supported by the Bureau of Occupational and Adult Education, U. S. Office of Education, Department of Health, Education and Welfare.

One final piece of federal law requires mention--Section 504 of P.L. 93-112, the Rehabilitation Act of 1973. This Act is in fact the basic civil rights provision for the handicapped and is intended to totally terminate discrimination against handicapped persons in "any program or activity receiving federal financial assistance." Among the requirements of this Act is that handicapped students be provided with a free appropriate public education. Given these mandates calling for the total participation of handicapped persons in society, it is only logical that they should be provided with the opportunity for vocational education. Society will suffer a great loss should it create employment opportunities for the handicapped but fail to provide the educational opportunities to make handicapped persons sufficiently qualified to assume those positions. It is toward the end of producing handicapped citizens that are as capable as possible of taking advantage of these opportunities that this manual is focused.

Alan Abeson, Project Director
Assistant Executive Director
Evaluation, Planning and Development

Acknowledgements

Many persons deserve special recognition for their contribution to the development of this manual. During the past year the following individuals have assisted by providing policy materials, counsel, and perseverance:

Local Educational Agency Personnel - Over 33 invited administrators contributed extensive written policy materials developed by their local educational agency and twenty-one administrators evaluated the first draft of the policy manual.

State Educational Agency Personnel - State Directors of Vocational Education and state officials responsible for vocational education for persons with special needs contributed written policy materials and various other items and specific information. In addition, some State Directors of Special Education provided needed assistance in the assessment phase of development of the manual.

Working Advisory Committee Members - Nine persons with expertise in various disciplines reviewed early drafts of the manual, provided advice on managing the project, and assisted in other ways. A list of their names follows the Acknowledgements.

Governmental Relations Unit Staff - Fred Weintraub offered advice and support on all project activities; Joseph Ballard provided information; Scottie Torres Higgins offered advice and support based upon her successful completion of the Special Education Administrative Policies Manual; and Janet Luersen, Lesley Malone, Carol Myers, Molly Zombakis, and Deborah Berryman worked diligently to meet all typing deadlines.

Bureau of Occupational and Adult Education - Velma Brawner, Project Officer, and F. Glee Saunders, Education Program Specialist-Handicapped, served as resource persons in the development of the manual.

Members of Vocational Education Policy Project Working Advisory Committee

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Sauk Area Career Center
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Mrs. Wendy M. Cullar, Administrator
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Chicago, Illinois

Dr. Gordon Swanson, President
American Vocational Association and Professor,
Division of Agriculture Education, Dept. of Vocational
& Technical Education
University of Minnesota
St. Paul, Minnesota

Ms. Margo Thornley
State Advisory Council for Vocational Education and Executive Director
Wiser Institute
Seattle, Washington

Use of this Manual

Purpose

This manual is designed to assist local educational agencies in establishing policy for vocational programming for handicapped students. The manual contains actual policy language in the form of policy statements and administrative procedures which can be used as a guide for developing local policy. The policies and procedures included in this manual are based upon elements of good practice as identified by local educational agency administrators of vocational programming for handicapped students and are consistent with statute and regulations for Public Laws 94-142, 94-482, and Section 504 of 93-112.

In addition to using this manual as a guide, educators and policymakers should refer to the specific vocational education, special education, and vocational rehabilitation statutes and guidelines for their state.

Organization

This manual is organized into 8 sections containing administrative policies and procedures for providing vocational education to handicapped students. They are as follows:

Administration
Identification of Students
Vocational Assessment
Program Placement
Service Delivery
Facilities and Transportation
Personnel
Fiscal Management

The contents of each section are organized into three columns. Policy numbers appear in the left hand column. Policies are numbered sequentially with Administration policies assigned 100 numbers, Identification of Students, the 200 numbers, and so on. A number such as 101.1 indicates a sub-policy related to 101. Policy statements and administrative procedures are found in the main narrative section. The right hand column is used for comments to clarify or expand on material in the main section, to discuss issues and to cite public law where appropriate.

The project staff and working advisory committee recognize that no single set of policies can apply to all local situations. The user of this manual must give serious consideration to local needs and state requirements before adopting policies upon which to base local vocational programming for handicapped students.

Table of Contents

Section Titles and Policies

1. Administration

100 - Program goals
101 - Vocational education program options for handicapped students
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Definition of Terms

Since providing appropriate vocational education for handicapped students requires an interdisciplinary approach, this manual may contain terms unfamiliar to some users. The following list of terms covers various disciplines:

Ancillary Services. Activities which contribute to the enhancement of quality in vocational education programs, including activities such as teacher training and curriculum development, but excluding administration (except in consumer and homemaking education). (Regulations, 94-482)

Assessment Center. A centralized locale for the administration of a comprehensive program of vocational assessment including standardized or locally developed tests (e.g., non-verbal manipulative, aptitude, interest, personality) and work and job samples. (Szoke and Vest, To Serve Those Who Are Handicapped, Illinois, 1975)

Assessments. Those instruments, techniques, and/or procedures used by qualified professionals to determine the specific educational strengths and weaknesses of the handicapped child. This process may be considered an "evaluation" by some education agencies. (SEAP Manual)

Career Development. Career Development is a process which facilitates responsible and satisfying life roles, i.e. (student, worker, consumer, family member, citizen) through utilization of teaching, counseling and community intervention. (Policy statement of CEC's Division on Career Development, 1976)

Career Education. Career education is the totality of experiences through which one learns to live a meaningful, satisfying work life. Within the career education framework, work is conceptualized as conscious effort aimed at producing benefits for oneself and/or others. Career education provides the opportunity for children to learn, in the least restrictive environment possible, the academic, daily living, personal-social and occupational knowledges and skills necessary for attaining their highest levels of economic, personal and social fulfillment. (CEC Career Ed. Study Committee, 1977)

Consumer and Homemaking Programs. Educational programs which consist of instructional programs, services, and activities for occupations of homemaking. (Regulations, 94-482)

Cooperative Education. This term means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative programs. (Regulations, 94-482)

Evaluation, Child. A collaborative process whereby a team of qualified professionals develop recommendations on the specific educational strengths and weaknesses of the exceptional children. Recommendations shall come from specific and individualized assessments performed. See "assessments" above. (SEAP Manual)

Excess Costs. Those costs which are in excess of the average annual per student expenditure in a local educational agency during the preceding school year for an elementary or secondary school student. (SEAP Manual)

Individualized Education Program (IEP). A written statement for a handicapped child which contains a description of the child's present levels of educational performance, annual goals and short term instructional objectives, special education and related services to be provided, extent to which child will be able to participate in regular education programs, dates for initiation of services and the anticipated duration of services, and an evaluation plan for determining on an annual basis whether the short term instructional objectives are being achieved. (Adapted from 94-142 Regulations)

Individualized Education Program (IEP) Committee. A committee of the participants in a handicapped child's IEP meeting. The local educational agency must insure that the child's teacher, one or both of the child's parents, the child (where appropriate), and a representative of the LEA are in attendance. Other individuals, at the discretion of the parent or LEA, may participate. (Adapted from Regulations for 94-142)

Individualized Education Program (IEP) Meeting. A meeting initiated and conducted by the local educational agency for the purpose of developing, reviewing, and revising a handicapped child's individualized education program. (Adapted from Regulations for 94-142)

Industrial Arts Education Programs. Those education programs which pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology including learning experiences involving activities such as experimenting, designing, constructing, evaluating, and using tools, machines, materials, and processes; and which assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs. (Regulations, 94-482)

Intermediate Educational Unit (IEU). Any public authority, other than a local educational agency, which is under the general supervision of a state educational agency; is established by state law for the purpose of providing free public education on a regional basis; and provides special education and related services to handicapped children within that state. (Regulations, 94-142)

Least Restrictive Environment. An educational placement determination for each exceptional child made as close to the regular class setting as is appropriately determined on an individual need basis. This concept recognizes that handicapped children have a wide range of educational needs for which a variety of placements are required.

Local Educational Agency (LEA). A board of education (or other legally constituted local school authority) having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision of a state or any other public educational institution or agency having administrative control and direction of a vocational education program. (Such term also includes intermediate educational units for purposes of this manual.) (Regulations, 94-482)

Mainstreaming. The practice of providing the most appropriate education for each student in the least restrictive vocational setting with any needed supportive services being provided in accordance with the nature of the placement.

Parent. The handicapped child's natural parents, guardian, or parent surrogate designated responsible for making decisions for the handicapped child. (SEAP Manual)

Prevocational Education. Instruction needed as a prerequisite to vocational education such as reading and writing: knowledge of commonly used tools, utensils and processes; familiarity with a broad range of occupations for which special skills are required; knowledge of the nature and extent of vocational limitations caused by a handicap and the use of prosthetic devices. Prevocational education assists an individual to acquire those basic skills, work attitudes and behavioral patterns needed to progress toward a specific occupational goal. (Adapted from Michigan SEA Cooperative Agreement, Voc. Ed., Spec. Ed., Voc. Rehabilitation Services)

Program Completer. A student who finishes a planned sequence of courses, services, or activities designed to meet an occupational objective and which purports to teach entry-level job skills. (Regulations, 94-482)

Program Leaver. A student who has been enrolled in and has attended a program of vocational education and has left the program without completing it, except that no student shall be counted as a program leaver with respect to any program who is still enrolled in another program of vocational education. (Regulations, 94-482)

Related Services. The term "related services" means transportation and such developmental, corrective, and other supportive services as are required to assist a handicapped child to benefit from special education, and includes speech pathology and audiology, psychological services, physical and occupational therapy, recreation, early identification and assessment of disabilities in children, counseling services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. (Regulations, 94-142)

Sheltered Workshop or Workshop. A charitable organization or institution conducted not for profit, but for the purpose of carrying out a recognized program of rehabilitation for handicapped workers, and/or providing such individuals with remunerative employment or other occupational rehabilitating activity of an educational or therapeutic nature. (Regulations, P.L. 93-259)

Special Education. Specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions. The term includes speech pathology, or any other related service, if the service consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child, and is considered "special education" rather than a "related service" under state standards. The term also includes vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child. (Regulations, 94-142)

Vocational Adjustment (Rehabilitation). The process whereby an individual achieves the fullest use of his potential in an occupation which is satisfying, which provides the means for economic independence and security and which contributes to society. (Szoke and Vest, 1975)

Vocational Adjustment Counselor. A person with background and experience in serving individuals with special needs who helps the individual to understand himself and his opportunities, or make appropriate adjustments, decisions, and choices in light of his unique characteristics, and to initiate a course of training or work in harmony with his selection. (Szoke and Vest, 1975)

Vocational Counseling. Assistance to individuals in selection of objectives and guidelines leading to the achievement of career and life goals. The individual's educational, social, personal and vocational adjustment all should be considered as part of the "vocational" counseling process. (Szoke and Vest, 1975)

Vocational Education. "Vocational education" means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (This definition of vocational education is taken from the Vocational Education Act of 1963, as amended by Public Law 94-482. Under that Act, "vocational education" includes industrial arts and consumer and homemaking education programs.)

Work Activities Center. A workshop, or a physically separated department of a workshop having an identifiable program, separate supervision and records, planned and designed exclusively to provide therapeutic activities for handicapped workers whose physical or mental impairment is so severe as to make their productive capacity inconsequential. (Regulations, P.L. 93-259)

Work Adjustment. Structured, controlled work training by which an individual's work environment is altered so that appropriate behaviors are learned and maintained and inappropriate behaviors are extinguished. (Szoke and Vest, 1975)

Work and Job Samples. The former are tasks or activities that simulate a specific job, while the latter consist of a model or replication of an actual job or part of a job that exists in industry. (Szoke and Vest, 1975)

Work Experience. Work oriented programs designed for special education students. The on-the-job training provides the students with social skills and entry level abilities in the unskilled or single-skilled level job market. Depending on local needs the program may be self-contained for individuals of one handicapped condition or may be open to any physically or mentally handicapped student. (Adopted from Szoke and Vest, 1975)

Work Study. A program designed to provide financial assistance, through part-time employment, to students who have been accepted for full-time enrollment in vocational training. The part-time employment is based on the financial need of the student and is not necessarily related to his career objectives. Students are employed in non-profit institutions. (Szoke and Vest, 1975)

Policy Number	Policy Statements and Administrative Procedures	Comments
100	Program goals Each local educational agency shall adopt goals for creating and implementing vocational education programs for handicapped students, such as: • To establish and operate a continuum of prevocational and vocational programs at the elementary, middle and secondary level, for the primary purpose of assisting in the vocational adjustment preparation of handicapped youth. • To develop a vocational counseling and assessment program which will help determine a student's vocational aptitudes, interests, assets, limitations, and special needs, thus enabling school personnel, parents, and the student himself to design an individualized education program for each handicapped student. • To develop a range of work experience and cooperative occupational education program options (to include both special programs and the integration of handicapped students in bridging the gap between the school program and the world of work). • To provide those supportive services needed to maximize a handicapped individual's potential for success in a regular or specially organized vocational program. • To develop inservice training of school personnel serving the handicapped to include teachers, counselors, work station coordinators, administrators, and ancillary/supportive service staff. • To develop a coordinated effort at the local level among the directors of vocational education, special education, and the guidance services to insure that the strengths of various programs are utilized, in the most appropriate manner. • To develop and maintain an effective cooperative relationship between supportive agencies in the community such as vocational rehabilitation, manpower agencies, associations for the mentally and physically handicapped, employer groups and civic groups. • To develop cooperative working relationships between the school district and state agencies (vocational education, special education, vocational rehabilitation, etc.)	Modified from goals presented in "Project Serve: An Inter-District Cooperative Work Experience Program for Handicapped Youth," White Bear Lake, Minnesota, by Szoke and Vest in To Serve Those Who Are Handicapped, Technical Educ. Research Centers, Midwest and Springfield Public Schools, Illinois, 1975.

Policy Number	Policy Statements and Administrative Procedures	Comments
	• To maintain an ongoing developmental program which will be ever changing according to local factors such as available personnel, type of students, community resources, administrative hierarchy, school facilities and related programs.	
101	Vocational education program options for handicapped students Each local educational agency shall have a plan to insure that every handicapped student has a vocational education option. This means making available the variety of programs and services available to non-handicapped students. Specially designed programs must be established if necessary to enable a handicapped student to benefit fully from vocational education.	P.L. 94.142 requires every public agency to provide handicapped children with the variety of program options available to non-handicapped children. Section 121a.305 of the Rules and Regulations specifically states that this includes voc. ed. (See Policy 401 in the Placement section for a description of a continuum of placement options.)
102	Vocational program planning: needs assessment Each local educational agency shall be responsible for conducting a needs assessment prior to planning vocational education programs for handicapped students which examines the following areas: • Need for programs and services based on community survey • Number of handicapped in community • Number and location of job opportunities available and future outlook • Mobility of students • Transportation services	A needs assessment should be conducted periodically to ensure that voc. ed. programming is kept in line with student needs, student enrollment, and job markets. The local advisory council is charged with keeping the local educational agency informed on current job needs and relevance of LEA voc. ed. programs in meeting these needs. (See Policy 113.3.)
103	Program design Based upon the needs of the area served, the local educational agency shall undertake the following activities in order to design appropriate vocational programming for handicapped students: • Specify the program goals and objectives • Specify the variety of program options • Specify the program activities • Specify the resources to be acquired (personnel, supply and equipment, financial) • Construct time line for conduct of program • Develop evaluation plan	
104	Interdisciplinary participation in program planning The local educational agency shall ensure that there is interdisciplinary participation in program planning in order to meet the needs of all handicapped	

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	students. There should be representation from at least the following: • Vocational Education • Special Education • General Education • Guidance • Providers of related services • Consumer or parent group	("Related services" is defined in definition section.)
105	Program responsibilities: vocational education and special education Each local educational agency shall establish policies specifying the responsibilities of special education and vocational education in each of the following areas of program responsibility: • Identification of handicapped students for vocational education • Placement in vocational education programs • Delivery of vocational services as identified through students' individualized education programs. • Personnel providing vocational services • Financial responsibilities • Delivery of related services identified through individualized education programs. • Supervision and staff development	
106	Interagency cooperation The local educational agency through a written, formal process, shall develop and maintain policy governing cooperation with other public and private agencies to provide vocational services for handicapped students.	Other agencies with whom the school may develop cooperative efforts include: - vocational rehabilitation - state or local government agencies providing vocational services to the handicapped - private agencies providing vocational services to the handicapped
107	Administrative options to provide vocational education to handicapped students Each local educational agency shall consider a number of options for providing vocational education services and/or programs for handicapped students. These options shall include but are not limited to the following:	

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107.1	Direct service Each local educational agency provides all of the required vocational educational services and/or programs necessary for each handicapped student to receive an appropriate education.	
107.2	Agreement with other public educational agencies Each local educational agency may enter into an agreement with other public educational agencies to satisfy the vocational education services and/or programs needed.	Refer to the Special Education Administrative Policies Manual for a description of various types of organizational patterns which may be used to meet the educational needs of handicapped students.
107.3	Agreement with private agencies Each local educational agency may enter into an agreement or contract with a private school, agency, or institution to purchase vocational services and/or programs needed for handicapped students.	
107.4	Agreement with public agencies (other than schools) Each local educational agency may enter into an agreement or contract with a public agency to secure vocational education services and/or programs needed for handicapped students.	
108	Cooperation with vocational rehabilitation Each local educational agency shall establish policy governing cooperative relationships with the local vocational rehabilitation agency. Such policy shall cover the use of vocational rehabilitation personnel as advisors, consultants, or counselors in working with the handicapped while receiving vocational training. It shall also cover the referral of students to vocational rehabilitation upon leaving school.	State policy concerning vocational rehabilitation services varies.. In some states, vocational rehabilitation personnel may serve as counselors in the public schools. In others vocational rehabilitation services are only available to school leavers.
109	Contracted services: determination of need Each local educational agency shall determine the need to purchase vocational education services based on the following considerations:	

Policy Number	Policy Statements and Administrative Procedures	Comments
	• Low incidence population • Cost effectiveness of purchased services • Need for additional or different personnel	
109.1	Written agreement for contracted services When entering into a contractual agreement, the local educational agency shall have a written agreement. The components of the written agreement shall minimally include but are not limited to the following: • Educational agency purchasing service • Specification of services to be contracted • Duration of contract • Name of agency providing services • Evaluation component of services provided • Designation of financial responsibilities • Signatures of contractual parties	
110	Accountability for services provided through contractual and cooperative agreements The local educational agency shall be accountable for vocational education services provided to handicapped students through contractual and cooperative agreements and must ensure that these services are delivered as specified in students' written individualized education programs.	Public Law 94-142 requires the public agency to be responsible for insuring that the provisions of the IEP are implemented.
111	Program administration The local educational agency shall designate a person responsible for managing existing school and community resources for the design and implementation of exploratory, prevocational and vocational programs for handicapped students.	
112	Administrative responsibilities The duties of the person designated to manage vocational education programs for handicapped students shall include, but not be limited to, the following: • Facilitate cooperation of special education and vocational education in planning and providing a continuum of vocational education options for handicapped students • Identify and recruit handicapped students • Inform family, parents, and community of the vocational education options available for handicapped students	

Policy Number	Policy Statements and Administrative Procedures	Comments
	• Seek funds for programs and prepare and submit proposals or funding applications to the appropriate agencies	
	• Direct the expenditures of vocational funds specifically alloted in support of the program for handicapped students	
	• Assist in securing adequate and competent personnel for vocational education of handicapped students	
	• Provide leadership for curriculum development and revision in exploratory, prevocational and vocational programs and related areas to meet the special needs of individual handicapped students	
	• Provide leadership in the selection, acquisition, and utilization of materials and other resources needed to meet the special vocational development needs of the handicapped students	
	• Identify and secure the necessary related services to facilitate the vocational educaton of handicapped students	
	• Plan and implement inservice training for appropriate school staff to facilitate vocational education for handicapped students	
	• Arrange for resource assistance for regular vocational instructors to individualize their course of study for handicapped students	
	• Arrange for group or individualized instruction to handicapped students in areas relating to personal development, job development, career exploration, and other areas affecting students' planning, preparation and entry into work settings or occupations	
	• Secure adequate facilities for special vocational education programs and for vocational assessment center	
	• Organize, schedule, and conduct appropriate school-community advisory committee activities dealing with the vocational development and placement of handicapped students	

Policy Number	Policy Statements and Administrative Procedures	Comments
	• Participate in the cooperative planning and implementation of school programs and services of special education, vocational education, and vocational rehabilitation • Monitor the progress of handicapped students participating in exploratory, prevocational, and vocational programs and initiate appropriate adjustments in learning activities as needed • Arrange for evaluation of vocational education programs for handicapped students in terms of written program objectives	
113	Local advisory council Each local educational agency providing vocational programs for handicapped students shall ensure that advocates for handicapped students are represented on the local advisory council on vocational education.	P.L. 94-482 mandates the establishment of a local advisory council on vocational education for each local educational agency or post-secondary educational institution which receives federal assistance under the Act. The local advisory council may be established for: - program areas - schools - the community - the region in which the eligible recipient is located Some LEAs may wish to establish a separate advisory council on voc. ed. for handicapped students. However, the mandate to provide voc. ed. in the least restrictive environment means that advocates for handicapped students should be working with others to secure relevant programs to meet the needs of those students.

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113.1	Composition of the local advisory council The local advisory council shall be composed of representatives of the general public including at least a representative of: • Business • Industry, and • Labor Additional members may include: • Employed handicapped person(s) • Representative(s) of state and/or local vocational and rehabilitation agencies • Representative(s) of other supportive agencies • Program enrollee(s) or recent graduate(s) • Parent(s) of program participant(s) • Consumers • Teacher/coordinator, other vocational/special education administrators, and/or faculty (ex-officio members)	
113.2	Appointment of local advisory committee members School administrative staff in special education and vocational education shall suggest possible candidates for the advisory council. The administrative staff of the school district shall approve nominees before they are officially appointed by the Board of Education.	
113.3	Duties of local advisory council The local advisory council shall advise the local educational agency on: • Current job needs, and • The relevance of programs (courses) being offered by the local educational agency in meeting current job needs	These duties are mandated by P.L. 94-482. Other specific activities may be undertaken which will assist the LEA with vocational programming improvements for handicapped students. These include: - develop and maintain good community relations, including community acceptance of all aspects of vocational education programming for handicapped students - suggest and support needed local, state and national action to assure adequate programs for handicapped students. - keep program staff informed of the specific concerns of handicapped individuals and

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		their advocates. - keep program staff informed of new developments in vocational rehabilitation, including: • changes in labor market that may effect employment of the handicapped; • new developments in vocational assessment, counseling techniques, curriculum design; • changes in governmental policies on local, state, and national levels that may effect the handicapped individual; • new developments in adaptive equipment/devices that can assist a handicapped individual to achieve daily living skills and vocational competencies. - suggest ways for improving dissemination of program information. - speak on behalf of community leaders in suggesting new or modified curricula. - make community surveys. - provide instructional help through resource speakers and opportunities information. - establish standards for planning vocational facilities and for selecting equipment and instructional materials. - assist in determining criteria for evaluating student performance in various aspects of program. - help develop secondary work experience and/or cooperative vocational education programs for handicapped students. - assist in finding placement opportunities for students. - assist in long term program planning/evaluation. - provide accountability data for services provided, placement and follow-up services. - review, approve and support proposals for state and federal funding.

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114	Program evaluation: purpose It shall be the policy of each local educational agency to conduct an evaluation of vocational programming for handicapped students at least once a year. The purpose of the evaluation shall be to assess the effectiveness of programs and services and to provide information needed for revisions in order to more effectively serve handicapped students.	P.L. 94-482 requires that the state board for vocational education shall be responsible, during the five-year period of the state plan for evaluating in quantitative terms the effectiveness of each formally organized program or project supported by federal, state, and local funds. The guidelines for meeting federal evaluation requirements should be considered by the LEA in conducting the evaluation of local programs on an annual basis.
114.1	Program evaluation: data Each local educational agency shall collect data which will minimally provide information concerning: ● Planning and operational processes ● Results of student achievement ● Results of student employment success ● Recommendations for indicated changes within the program.	The proposed rules for implementation of P.L. 94-482 suggest that evaluations shall be in terms of: ● Planning and operational processes, such as: - quality and availability of instructional offerings; - guidance, counseling, and placement and follow-up services; - capacity and condition of facilities and equipment; - employer participation in cooperation; - teacher/pupil ratios; and - teacher qualifications. ● Results of student achievement as measured, for example, by: - standard occupational proficiency measures; - criterion referenced tests; and - other examinations of student skills, knowledge, attitudes and readiness for entering employment successfully. ● Results of student employment success as measured for example by: - rates of employment and unemployment; - wage rates;

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		- duration of employment; and - employer satisfaction with performance of vocational education students as compared with performance of persons who have not had vocational education. ● Other results as measured by services to special populations such as: - women; - members of minority groups; - handicapped persons; and - disadvantaged persons. In addition, the state is required to provide evaluation data on "program completers" and "program leavers" (see definitions) in order to ascertain the extent to which both those students who complete a program and those students who leave before completing a program: - find employment in occupations related to their training; and - are considered by their employers to be well-trained and prepared for employment.
114.2	Program evaluation: personnel conducting The local educational agency shall establish a policy designating a person or persons responsible for designing and conducting the evaluation.	Persons responsible for evaluations may be: - program administrators - in-house evaluation team - consultant - advisory committee - independent evaluation committee
114.3	Program evaluation: written report The educational agency conducting the evaluation shall require that a written report be prepared and made available to all interested persons.	

Policy Number	Policy Statements and Administrative Procedures	Comments
200	Definitions of handicapped students Each local educational agency shall provide clear written definitions, either categorical or noncategorical, of handicapped students for whom the agency must provide an appropriate education.	Local educational agencies should consider the provisions of state and federal statutes when definitions are adopted. Any inconsistencies among local, state, and federal definitions should be identified and described.
201	Noncategorical definition Handicapped children are those who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special education planning and services. Handicapped children are identified on the basis of (a) physical, health, or sensory, handicap, (b) emotional handicap or behavioral problem, and (c) mental retardation.	This definition is adapted from the Special Education Administration Policies Manual published by CEC. Some states use non-categorical descriptions to define handicapped children by their special educational needs, rather than by specific handicapping conditions. P.L. 94-142, however, requires data to be reported by disability of child.
202	Categorical definitions "Handicapped children" means those children evaluated as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or as having specific learning disabilities, who because of those impairments need special education and related services. The terms used in this definition are defined as follows:	These definitions are taken from the federal regulations for implementing Part B of the Education of the Handicapped Act, as amended by P.L. 94.142 (Education for All Handicapped Children Act of 1975) (Section 121a.5). Regulations under section 504 of the Rehabilitation Act of 1973 which define "handicapped person" and "qualified handicapped person" cover a broader population than the definition of "handicapped children" under Part B. Under the Part B definition, a handicapped child is a child who has one of the impairments listed in the Act, who because of that impairment requires special education and related services. Under section 504, a handicapped person is a person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of that type of impairment or is regarded as having that impairment (section 84.3(1j)).
202.1	"Deaf" means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.	
202.2	"Deaf-blind" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.	
202.3	"Hard of hearing" means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.	
202.4	"Mentally retarded" means significantly subaverage general intellectual functioning existing	

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	concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.	Public Law 94-482 (Voc. Ed.) defines handicapped as follows: Handicapped means:
202.5	"Multihandicapped" means concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which caused such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.	A. a person who is: 1. mentally retarded; 2. hard of hearing; 3. deaf; 4. speech impaired; 5. visually handicapped; 6. seriously emotionally disturbed;
202.6	"Orthopedically impaired" means a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly(e.g., clubfoot, absence of some member, etc.) impairments caused by disease (e.g. poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).	7. crippled (orthopedically impaired); or 8. other health impaired person including a person who suffers from learning disabilities to the extent the disability is a health impairment and,
202.7	"Other health impaired" means limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.	B. who, by reason of the above:
202.8	"Seriously emotionally disturbed" is defined as follows: 1. The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: A. An inability to learn which cannot be explained by intellectual, sensory, or health factors; B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C. Inappropriate types of behavior or feelings under normal circumstances; D. A general pervasive mood of unhappiness or depression; or	1. requires special education and related services, and 2. cannot succeed in the regular vocational education program without special educational assistance; or 3. requires a modified vocational education program.

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	E. A tendency to develop physical symptoms or fears associated with personal or school problems. 2. The term includes children who are schizophrenic or autistic. The term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.	
202.9	"Specific learning disability" means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury minimal brain disfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.	This definition of specific learning disability is cited in Sec. 602 (15) of the Education of the Handicapped Act, as amended by P. L. 94-142
202.10	"Speech impaired" means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.	
202.11	"Visually handicapped" means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.	
203	Processes for determining handicapped population It shall be the policy of each local educational agency to establish procedures to insure that all handicapped children within its jurisdiction are identified, located, and evaluated, including children in all public and private agencies and institutions within that jurisdiction.	Refer to CEC's Special Education Administrative Policies Manual for detailed policies concerning Child Find, Screening Procedures, Registry and Referrals for Special Education.
204	Publicizing availability of vocational education for handicapped students Each LEA shall adopt procedures to insure that handicapped students and their parents are aware that vocational programs and services are available for all handicapped students. Special education teachers, guidance counselors and others who work with	Because handicapped students in the past may not have had access to voc. ed., it is necessary to inform them of the options available now. Possible communication techniques include: - printed materials sent home with all students

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	handicapped students should also be informed. Use of media and support of community agencies is essential.	- home visits - individual or small group sessions - brochure, booklet, etc. - visual materials (posters) - audio-visual presentation - parent advisory committee for vocational education for handicapped - radio, TV community services - broadcasts - newspapers - involving church and advocacy groups
205	Recruitment of out-of-school youth Each local educational agency shall make every effort to advise school age youth of ages sixteen (or above compulsory attendance age) through twenty-one who have left school of all vocational education program options available to them in the school system.	Attendance at school by children above compulsory attendance age through twenty-one shall be completely voluntary. These children are entitled to all of the rights given to school age children by state and federal regulations and all of the rights given to adults by applicable laws.
205.1	The local educational agency shall use the mass media periodically (at least once a year) to communicate information about vocational education programs available for out-of-school handicapped youth.	Schools may use other recruitment techniques to communicate with out-of-school youth, such as those cited in the comment for Policy 204.
205.2	The local educational agency shall establish cooperative relationships with all youth serving agencies in the community to make known the existence of vocational education programs for the out-of-school handicapped youth.	Agencies which should be involved are: - Dept. of Recreation - Public library - Juvenile corrections - Social services - Vocational rehabilitation - Private agencies serving handicapped people
206	Referrals to vocational education Each local educational agency shall adopt standard procedures for processing referrals of handicapped students for vocational education from any public or private source. These shall include: • Designation of individual(s) responsible for receiving and processing referrals • A standard form for recording basic information • A procedure for providing a vocational assessment	Possible sources of referral are: • School personnel - instructional - guidance - special education - school health - administrative - parents, guardians • Students, self-initiated referral

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	for students • Development of vocational education component of individualized education programs	• Public and social agencies - welfare - courts - health dept. - clinics and hospitals - rehabilitation agencies - mental health/retardation - advocacy groups - church and other charitable organizations
207	Referral to vocational rehabilitation services Each local educational agency shall adopt procedures for referring students to local vocational rehabilitation agencies to determine their eligibility for rehabilitation services.	
207.1	Review of referral to vocational rehabilitation The local educational agency shall name an individual(s) to review within 30 days any action taken as a result of the referral.	

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300	Provision for assessment The local educational agency shall arrange for each handicapped student to have a vocational assessment as specified in the individualized education program. Such assessment shall include a review of the student's abilities and handicapping condition, academic and social progress, and an assessment of career knowledge, vocational readiness, work interests and capacities relative to the performance of specific job tasks.	Some aspects of vocational assessment may take place in the elementary grades. By age 16 (work age) all handicapped students should have had a vocational assessment. Many local educational agencies schedule the assessment as part of the jr. high pre-vocational course and again prior to placement in a vocational training program.
301	Non-discriminatory materials and procedures Each local educational agency shall ensure that testing and evaluation materials and procedures used for the purposes of assessment of handicapped children shall be selected and administered so as not to be racially or culturally discriminatory or discriminatory on the basis of handicap or sex.	Rules and regulations for P.L. 94-142 Sec. 121a.530(b) state: Testing and evaluation materials and procedures used for the purposes of evaluation and placement of handicapped children must be selected and administered so as not to be racially or culturally discriminatory. In addition, rules and regulations for both 94-142 and Section 504, Rehabilitation Act of 1973, state that standards and procedures established for evaluation and placement shall ensure that: Tests are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills (except where those skills are the factors that the test purports to measure.)

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302	Establishment of vocational assessment center Each local educational agency shall arrange for a site(s) for the vocational assessment of handicapped students. Possible sites include, but are not limited to: ● Area vocational center ● School serving handicapped from one or more local educational agencies ● Mobile unit ● Private/public rehabilitation center ● Special residential program	
302.1	Assessment center facilities requirements Adequate facilities shall be provided so that students receive appropriate assessments. Provisions should be made for: ● Adequate space for assessment activities ● Appropriate hardware and software to provide a range of assessment activities adaptable to individual students ● Accessibility to physically handicapped	
302.2	Assessment center staff requirements Appropriate vocational and special education staff and supportive staff shall be employed to adequately conduct vocational assessments of handicapped students. Staff may include, but are not limited to: ● Vocational evaluator ● Occupational therapist - full time - consultant basis ● Teachers ● Psychologist ● Vocational adjustment counselor ● Social worker ● Physician ● Interpreter ● Readers for blind ● Attendants for physically handicapped ● Mobility and orientation specialist ● Supplemental resource instructor ● Physical therapist ● Rehabilitation counselor	Many states have no certification requirements for a vocational evaluator. This person could be a vocational or special education teacher with additional training. It is suggested that this person meet the following minimum requirements: - baccalaureate degree - background in rehabilitation or counseling - background in tests and measurement - specific training in use of work samples - knowledge of occupations - experience in working with handicapped individuals - teacher's certification

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303	Cooperative arrangement of local educational agency with rehabilitation center	
	A local educational agency may cooperate with a rehabilitation center for vocational assessment of eligible students. The cooperative arrangements shall be specified in a written agreement which should include:	All handicapped students are eligible.
	• Person(s) responsible for arranging assessment as specified in student's individualized education program • Description of assessment services to be provided • Duration of assessment • Contents of assessment report • Designation of financial responsibilities • Agency responsible for transportation	
304	Components of vocational assessment	
	Each local educational agency shall conduct or arrange to have conducted a vocational assessment of each handicapped student which should include as many of the following components as appropriate for the individual student:	P.L. 94-142 requires a multifactored assessment be used as opposed to a single criterion for determining an appropriate educational program for a child.
	• Individual counseling to determine the student's interests and potential career goals • Review of medical, psychological, educational and social assessment data obtained during the student's special education evaluation • Administration of selected standardized or locally developed vocational instruments • Administration of work samples • Collection of other information needed to assess an individual student's work potential • Evaluation in exploratory shops which provide hands-on activities representative of the 15 major job clusters and evaluation of student interest and work potential in relation to job clusters	
305	Review of medical, psychological, educational and social assessment data	
	The vocational evaluator shall be responsible for ensuring that current medical, psychological, educational and social assessment data are obtained for review as part of the vocational assessment. Where existing records are not up-to-date, procedures should be established for obtaining current information from professional staff.	

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305.1	Medical assessment Each local educational agency shall review current and past medical data, existing medical conditions and prescribed treatments. A job demands and physical capacities appraisal report shall be prepared for each student. Limitations of the disability and environmental conditions to avoid shall be included.	It is particularly important that current medical information be obtained prior to making a placement decision for vocational education.
305.2	Psychological assessment Each local educational agency shall review current and past psychological data as a component of vocational assessment.	Psychological assessment shall include the inventory of sensory, motor, language, perceptual, attentional, cognitive, affective, attitudinal, self-image, inter-personal, behavioral, interest and vocational factors.
305.3	Educational assessment Each local educational agency shall review a student's current and past educational performance as a component of vocational assessment.	Information needs include: grades, credits to date, standardized achievement test results, and attendance records.
305.4	Social assessment Each local educational agency shall review each student's social maturity and relationships as part of the vocational assessment process.	This may include anecdotal data concerning relationship to peers and adults, personal hygiene, appropriateness of behavior, and family background. Work experience records, job progress reports, and work attitude and behavior observed during the assessment process or prevocational lab should be included.
306	Use of vocational instruments Each local educational agency shall establish guidelines concerning the selection and administration of vocational instruments.	
306.1	Selection of vocational instruments Local guidelines for the selection of vocational instruments shall establish who will be involved	

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	in the selection, type of standardized tests to be purchased and type of instruments to be developed locally. ● Personnel who may be involved include: - vocational evaluator - work experience coordinator - career guidance counselor - school psychologist - vocational rehabilitation personnel - special education personnel ● Type of instruments to be considered include: - dexterity - aptitude - achievement -interest and attitude - locally developed basic skills tests	
306.2	Administration of vocational instruments Each local educational agency shall establish guidelines for administering instruments which take into consideration the individual needs of handicapped students being tested. Such individualization may include alteration of instructions when necessary, alteration or modification of format if necessary, use of instruments which do not contain rigid time limitations, and use of instruments valid for a student's particular handicapping condition. ● Alterations to instructions include: - simplified verbal instructions for mentally retarded - sign language for hearing impaired - brailled or verbal for visually handicapped ● Alterations or modifications to format include: - sign language for hearing impaired - brailled, large print, oral reading or taped version - administration of certain subtests	Consideration should also be given to not using a test but basing assessment on observation of performance and other information if more appropriate for a particular handicapped student.
307	Use of work samples for vocational assessment Each local educational agency shall establish guidelines for the selection and administration of work samples to be used for vocational assessment.	

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307.1	Selection of work samples Local guidelines for the selection of work samples shall include, but not be limited to, the following considerations: • Appropriateness for subject population (various handicapping conditions represented among potential evaluees) • Providing space needed for work sample testing • Budget • Graduated in difficulty from very simple structured operations to more difficult activities involving symbolic reasoning and abstract conceptualization • Range from gross motor control to fine finger dexterity • Appropriateness for courses and training areas offered in local program	Sources for acquisition include: - commercial vocational evaluation systems - samples developed by rehabilitation centers - samples developed by local school personnel LEAs should be cautious when selecting commercial vocational evaluation systems as many are highly specific in work tasks which are assessed. Validity and reliability of the system should be considered before purchase. LEA may wish to establish local norms.
307.2	Administration of work samples Each local educational agency shall establish guidelines for administering work samples which take into consideration the individual needs of handicapped students being tested. Such individualization shall include, but not be limited to, the following: • An individualized work sample battery for each student • Testing procedures which have definite instructions and standards, even though individual administration and modification takes place • Use of instructions which minimize reliance on reading skills as a requirement of the task • Consideration of student's performance on work samples in relation to standardized norms • An opportunity for the student to retake work samples	
308	Assessment of work behavior Vocational assessment of handicapped students shall include a rating of work behavior. This may be observed during the vocational assessment period, or in the prevocational lab.	Various vocational behavior rating scales and checklists are available for noting work behaviors.

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309	Exploratory vocational course tryouts The local educational agency shall establish guidelines concerning alternatives that allow a handicapped student to be placed in a selected vocational training area for a hands-on try-out. The length of placement in a selected area shall be based upon the student's performance on the specific try-out. At the end of the student's successive vocational explorations, the results shall become part of the total vocational assessment data.	Hands-on try-outs could be accomplished through the following alternatives: - Mainstreaming into regular courses - A special course for HC students (Diagnostic vocational laboratory). - Modular-individualized instruction (Open-ended program) - Individualized itinerant instruction
310	Assessment report Upon completion of a student's vocational assessment a report shall be prepared by the vocational evaluator which presents the state of the student's vocational aptitudes, interests, assets, limitations and special needs for vocational placement. The report shall include: • Specific traits assessed (behavioral, aptitude) • Major assets • Specific problems in various areas of assessment • Results of exploratory vocational course tryouts • Determination of potential for training and/or placement • Supplemental needs required to achieve vocational success (medical help, psychological counseling, social skill development) physical modifications of program materials and classrooms that are needed	
311	Meeting of individualized education program committee Upon completion of the assessment report a staffing shall be held to determine the appropriate vocational education program for the student. The members of this committee shall include: • A representative of the local educational agency, other than the student's teachers, who is qualified to provide, or supervise the provision of, special education • The student's teacher or teachers, special or regular, or both, who have a direct responsibility for implementing the student's individualized education program • Vocational evaluator • Vocational education supervisor	Rules and regulations for P.L. 94-142 specify that the public agency shall insure that each meeting includes the public agency representative, the child's teacher, one or both of the child's parents, and the child, where appropriate.

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	• One or both of the student's parents • The student (where appropriate) • Other individuals, at the discretion of the parent or agency, such as: - vocational education teacher who will instruct handicapped student - vocational resource teacher - guidance or vocational counselor - any specialists responsible for conducting assessment - school principal - vocational rehabilitation person - physical therapist - occupational therapist	
312	Individualized education program (IEP) The meeting of the individualized education program committee shall result in vocational education being incorporated as indicated into each student's total individualized education program. A written plan for each student shall be developed which includes: • A statement of the student's present levels of educational performance • A statement of annual goals, including short term instructional objectives • A statement of the specific special education and related services to be provided to the student, and the extent to which the student will be able to participate in regular educational programs • The projected dates for initiation of services and the anticipated duration of the services • Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether the short term instructional objectives are being achieved.	The content of the individualized education program is specified in the rules and regulations for 94-142 (Section 121a.346). The rules and regulations for Section 504 state that implementation of an individualized education program developed in accordance with the Educ. of the Handicapped Act is one means of meeting the standard of providing an appropriate education design to meet individual educational needs of handicapped persons as adequately as the needs of non-handicapped persons are met.

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400	Placement in the least restrictive environment Each educational agency shall have a written policy statement guaranteeing that each handicapped student will receive vocational education in the least restrictive environment in which the provisions of the individualized education program can be appropriately provided.	P.L. 94-142 requires that all handicapped children be educated in the "least restrictive" environment.
400.1	It shall be the policy of each local educational agency to educate handicapped students with students who are not handicapped to the maximum extent appropriate.	P.L. 94-482 requires states to use vocational education funds to assist handicapped individuals to participate in regular vocational education programs to the maximum extent possible.
400.2	Special classes or separate schooling shall occur only when the nature and severity of the handicap is such that education in regular vocational education classes with the use of supplementary aids and services cannot be achieved satisfactorily.	Section 504 (P.L. 93-112) requires that each handicapped person be educated with persons who are not handicapped to the maximum extent appropriate to the needs of the handicapped person.
401	Continuum of alternative placements Each local educational agency shall make available a continuum of various alternative placements to meet the vocational education needs of handicapped students as determined by a community needs assessment. The following is an example of a continuum of vocational placements designed to meet needs of students ranging from mildly impaired to severely handicapped: • Placement in work-study and cooperative programs • Placement in regular vocational classroom - indirect services (help to teachers) provided - direct services to students provided - student spends part of the time in a resource room receiving special help but most of the time in the regular class • Placement in separate vocational classroom - part-time in regular class - self-contained in regular education facility - separate class in special education facility • Placement in a sheltered environment - residential - hospital - other institution - sheltered workshop or workshop - work activities center	Cooperation with other agencies can contribute to expansion of the continuum. (See Administration Policy 107: Administrative options to provide voc. ed. to handicapped students). Regulations for P.L. 94-142 state that: "Each public agency shall insure that a continuum of alternative placements is available to meet the needs of handicapped children for special education and related services. (Sec. 121a.551(a)." The definition of special education "includes voc. ed. if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a handicapped child (Sec. 121a.14(a)."

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402	**Responsibility for vocational education placement** The student's written individualized education program shall designate the person responsible for arranging the student's placement in an appropriate vocational education program as specified by the individualized education program.	
403	**Review of entrance requirements for regular vocational education** The local educational agency shall review requirements for eligibility for placement in regular vocational education programs to ensure that they do not have a disproportionate adverse effect on handicapped students.	
404	**Periodic review of program placement** Each handicapped student's progress in conformity with the individualized education program shall be monitored and reviewed periodically by the individualized education program committee and adjustments made as needs indicate. The review shall take place at least annually and shall consider the following points: • General progress the handicapped student has made to date in his instructional program • Concerns instructional staff have regarding the student's progress • Changes that appear necessary in the learner's instructional program as described in the individualized education program.	PL. 94-142 requires that each handicapped student's written individualized education program be revised periodically, but not less than annually. However, good practice dictates that monitoring of students' progress, particularly those placed in regular voc. ed. classes, be done on a regular basis, such as quarterly, or when the need arises, such as when a teacher or supportive staff member notices a problem which needs to be dealt with immediately.
404.1	**Periodic review of program placement: information needed** In order to adequately assess the student's progress and modify his individualized education program, the following types of information shall be considered: • Rating of the student's specific ability/disability levels in functional performance categories • Class attendance record of student • Test results and other assessment data collected by the instructional staff	

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405	**Modification of student's individualized education program** The individualized education program committee shall meet and approve specific modifications needed in the student's individualized education program before changes are made. Changes may include: • Instructional content changes • Modification of extent or type of special services needed • Placement change • Other changes	The feasibility of placement in a less restrictive environment should be considered as part of the periodic review.

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500	Continuum of career and vocational educational services Each local educational agency shall ensure that all handicapped students receive appropriate career and vocational education as specified by their IEPs from the elementary grades through the secondary level. The continuum of services available should include career awareness experiences, opportunities for career exploration and preparation, and appropriate job placement and follow-up. Instruction in vocational skills should be part of the total educational program at all levels.	
501	Prevocational education The local educational agency shall provide prevocational education which will assist in preparing handicapped students to succeed in regular or special vocational education classes or in supervised work experience. Prevocational education may include, but is not limited to the following: • Training in general work skills • Development of appropriate work attitudes and behaviors • Work adjustment techniques dealing with remediation, compensation, or circumvention of barriers to employment caused by handicap • Career exploration and decision making to examine careers, career clusters, or specific jobs to determine compatability with interests and ability	Prevocational activities may be conducted in, but not limited to, the following settings: - work evaluation and adjustment centers - sheltered workshops - community work stations - campus work stations - sheltered industry - industrial arts, home economics, and business education classes at junior high level - secondary vocational education classes
502	Regular vocational program All handicapped students who will benefit from such placement shall receive instruction in regular vocational education classes adapted to their needs as specified in the IEP. The LEA shall provide the necessary support services to accommodate these students.	Each student's IEP should specify the extent to which the student can participate in regular vocational education and identify changes in curriculum, instructional materials, equipment, facilities or methods which will help the individual achieve vocational success in a regular program.
503	Consideration of needs for implementation of mainstreaming Prior to placing handicapped students in regular vocational education classes, the local educational agency shall consider student and personnel needs for implementing successful mainstreaming. These include consideration of, but are not limited to, the following:	

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	• Pre-training needs of handicapped students (prevocational experiences) • Supportive services needed by students and instructional staff • Modifications of equipment, materials, and facilities needed by students • Changes in curriculum and teaching methods needed • Inservice needs of staff (both vocational education and special education) • Need to establish communication between vocational education and special education personnel	
504	Establishment of support services The local educational agency shall establish procedures to provide support services and modifications needed in order to integrate handicapped students into regular vocational education classrooms. • The following modifications may be made in time allocation of curriculum instruction when placing a handicapped student in a regular vocational education class: - longer instructional periods - longer total time for course completion - summer orientation for remediation program. • The following modifications should be considered in relation to specially designed textbooks, instructional materials, and equipment: - individualized instructional packages - materials in Braille - large print materials - signals which use sound rather than sight (safety devices) - signals which use sight rather than sound - printed rather than verbal instructions - sound amplification devices - adaptations of regular equipment, such as hand controls added to machines - special desks and work tables for students in wheelchairs - simplified equipment - simplified instruction guide and manuals. • The following modifications should be considered in relation to scheduling: - mini-courses of single skill development within a broader program of study - entrance and exit at intervals as student progresses	

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	- lab-type courses for extended study of deficiency remediation - extensions of time for program completion - instruction on an individual basis - programs conducted in cooperation with business and industry - other additional services requiring significant modifications of the student's schedule • The following supplemental support services should be made available to handicapped students: - psychological services (testing and consultation) - vocational and personal counseling - job placement and follow-up - transportation services in addition to those supplied regular students - tutorial services - bilingual/bicultural instruction - reader services for visually handicapped persons - attendant services to assist physically handicapped persons - note taking services - family counseling services related to the occupational program of students - big brother or sister arrangement - supplemental resource instructors assigned to vocational instruction areas	
505	Special vocational education Students who cannot benefit from placement in a regular class even with modifications and support services shall be provided vocational instruction in classes adapted to their individual needs. The special vocational class program may be used to prepare students for integration into regular vocational education or to provide students with a job entry skill and may include, but not be limited to, the following: • Training in the use of hand tools and other basic skills • Introductory courses in home economics, industrial arts and business education • Advanced vocational courses (usually training of a semi-skilled nature) • Special workshop simulating a work environment and providing training in repetitive tasks	Special vocational education is designed for handicapped persons whose greater degree of impairment precludes integration into a regular vocational education program. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g., mental retardation, severe emotional disturbance) or the class may serve a heterogeneous group of students with special needs Special class settings include: - self-contained classrooms - self-contained facilities - segregated use of regular facilities

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506	**Rehabilitation and sheltered preemployment services** The local educational agency may establish formal relationships with sheltered employment services to provide work adjustment and/or training where needed by students to conform with their IEPs. Such programs must meet standards of public schools for providing IEP related services.	Sheltered employment services are provided for persons whose handicap is so severe as to make their productivity capacity limited. Services may be provided in the following settings: - rehabilitation adjustment centers - sheltered or preemployment services workshops - work activity centers - occupational day training centers - private employment
507	**Work experience programs** The local educational agency shall establish work experience programs which provide handicapped students with campus and/or community work placement and related instruction. The guidelines for operating work experience programs should reflect local needs and be consistent with applicable state and federal statutes. The local agency plan for work experience programs may include, but is not limited to, policies covering the following: • Goals and objectives of program • Number of hours per week a student is permitted/required to work • Age requirements • Amount of credits a student may earn • Student eligibility • Credit for early termination of job • Policy on changing jobs • Parental permission • Related instruction • Required reports • Ratio of students to staff • Role of staff and administration • Transportation • Contract with employer • Training plan	Work experience programs assist students to bridge the gap between school and work. Employment serves as a means of acquiring desirable work habits and attitudes. The Vocational Education Act provides funds for work-study and cooperative education programs. (See Definitions) If these funds are to be used, the requirements of the Act must be observed.
507.1	**Enforcement of employment laws** The local educational agency shall ensure that federal minimum wage and hour regulations and state employment laws are enforced when conducting work experience programs.	

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508	Simulated work experience A simulated work experience class shall be provided where actual on-the-job work experience is not possible or practical for handicapped students.	
509	Credits toward a diploma Handicapped students participating in a regular or special vocational education program shall receive credits toward a high school diploma in the same manner as the non-handicapped students in the program.	Participation by a handicapped individual in a work experience program should not impede or limit his or her chances to graduate. Normally, program activities are equated with requirements for graduation, and high school diplomas are awarded upon completion of the secondary sequence or at the age of 21.
510	Job placement Each local educational agency providing vocational education programming for handicapped students shall provide job placement assistance under the guidance of a qualified job placement coordinator to those students who are seeking summer, part-time or permanent employment. The placement coordinator shall be responsible for coordinating specialized placement services for handicapped students with placement services for all students and with vocational rehabilitation services and placement.	The responsibilities for placement may be delegated to one or more of the following staff: - vocational instructors - special education teachers - vocational rehabilitation counselors - specific interdisciplinary team members - director of placement - placement/guidance counselors - work-study coordinators In addition, the Local Advisory Council and community agencies may provide assistance.
511	Placement follow-up The local educational agency shall establish procedures to follow-up each handicapped student's employment periodically to determine his adjustment to the job, his employer's reaction, any problems that need to be resolved, and to determine adjustments that need to be made in curriculum and programs to better prepare students for employment.	The timing for follow-up may be: - first week - 15-30 days - 60 days - one year - 3 years - as needed by individual

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600	Exclusion because of inaccessible facilities prohibited The local educational agency shall not exclude a handicapped student from participation in an appropriate vocational education program because existing facilities are inaccessible to or unusable by handicapped students.	Section 504 of the Rehabilitation Act of 1973 prohibits any recipient of Federal funds from discrimination caused by facilities which are inaccessible to or unusable by handicapped persons.
601	Program accessibility The local educational agency shall operate each program or activity so that, when viewed in its entirety, it is readily accessible to handicapped persons.	Refer to Rules and Regulations for Section 504 (Sec. 84.22) Local educational agencies were to be in compliance with this requirement of Section 504 by August 2, 1977 unless structural changes in facilities are necessary. In that case, such changes must be made within 3 years from June 3, 1977 and a transition plan describing the steps for making changes must be developed by December 3, 1977.
601.1	Accessibility of existing facilities The local educational agency shall ensure that all existing vocational education facilities are accessible to handicapped students by such methods as: • alteration of facilities • redesign of equipment • reassignment of classes or other services to accessible buildings • assignment of aides to students • home visits • delivery of related services at alternative accessible sites • other methods that result in making programs accessible	The local educational agency is not required to make structural changes in existing facilities where other methods are effective in achieving compliance.
601.2	Accessibility of new construction New construction planned by the local educational agency shall be designed and constructed so that the facility is readily accessible to and usable by handicapped persons. Alterations to existing facilities are also required to be accessible to and usable by handicapped persons to the maximum extent feasible.	Refer to Rules and Regulations for Section 504 (Section 84.23) Compliance with this requirement may be met by designing, constructing or altering facilities in conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped," published by the American National Standards Institute, Inc. (Copies obtainable from American National

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		Standards Institute, Inc., 1430 Broadway, N.Y., N.Y. 10018)
602	Safety standards All facilities should conform to the minimum safety standards as required by health, fire, and safety officials. This should include: • Facilities have adequate and accessible toilets. • Classrooms are of size and condition to meet requirements of state law. • Classrooms have adequate ventiliation, lighting and heating. • Storage areas are accessible and apart from academic classrooms. • Vocational areas are accessible and apart from academic classrooms. • Work stations and equipment are adapted to meet the needs of the individual student. • Fire exits are adequate and accessible. • Routes of travel will ensure easy and safe access for wheelchair users.	
603	Adaptive facilities and equipment Provisions shall be made to adapt vocational education facilities and equipment to meet the needs of individual handicapped students. This may include, but is not limited to: • Installing safety devices on machines, such as: - guard rails - cover plates - warning plates for tactual interpretation - warning lights - warning sounds • Installing adaptive operating devices on machines, such as: - hand controls (mono-, bi-) - foot controls - hand-foot controls (Hemi) - head controls - mouth controls • Adapting existing equipment or securing other equipment to assist handicapped students, such as: - adaptive handles on tools - guard plates to direct finger/hand accuracy - left handed scissors - pattern guides - cutting guides - magnifying guides - tape recorders	

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604	General provisions for transportation The local educational agency shall establish standards for providing transportation to all handicapped students who are in need in accordance with State and local requirements.	Door-to-door transportation may be necessary for some handicapped students, but this practice may have a negative effect on normalization for others.
605	Interdistrict transportation The local educational agency shall establish policy for providing transportation for handicapped students who are placed in vocational programs outside the local district.	(See Fiscal Management section 801 comment)
606	Transportation arrangements with other services providers Where a handicapped student is receiving vocational education and/or support services from a community agency, transportation is provided by the local educational agency unless arrangements are made with other services providers such as vocational rehabilitation. However, state policy would prevail in determining who is responsible for providing transportation.	Transportation to and from approved programs include: - public day schools - out-of-state programs - out-of-state schools for deaf-blind children - developmental centers for handicapped children - day classes in other locations - special classes - work experience programs (including field trips) - special programs in other school districts - approved private special education programs - only within the state to day classes in public school systems - only within the state to residential facilities in the public school system
607	Travel training for transportation to jobs upon completion of vocational training. Travel training shall be offered concurrently with vocational training to prepare handicapped students to travel to their jobs independently. Such training may include, but is not limited to: • Use of public transportation • Participation in a car pool • Learning how to drive • Use of community service transportation established by private agencies • Use of bicycle	

Policy Number	Policy Statements and Administrative Procedures	Comments
608	Follow-up on transportation to job. Staff responsible for follow-up shall assist students who need help to solve job-related transportation problems.	This may include making special arrangements where transportation difficulties would totally preclude the student's reporting to the job. For example, scheduling lift buses for students confined to wheelchairs.

Policy Number	Policy Statements and Administrative Procedures	Comments
700	**Adequate staff** Each local educational agency shall provide sufficient numbers of qualified personnel to enable each handicapped student to receive the type of vocational education appropriate to his needs as specified by his IEP. Such staff may include, but is not limited to: • Regular vocational instructors • Special vocational education teachers • Special needs vocational teachers • Teacher/coordinator of work experience for handicapped students • Vocational evaluator • Supplemental resource instructors • Supervisor of work experience coordinators • Job placement coordinator for handicapped students • Related services personnel - orientation and mobility specialists - interpreters for deaf - counselors (vocational, guidance, rehabilitation) - psychologists - occupational therapists - social work services personnel • Para-professionals • Supplemental services supervisor • Manager of vocational education programming for handicapped students	This list is derived from a review of policy materials from many states. The types of personnel to be employed by the LEA should be based upon local needs.
701	Student/staff ratio The local educational agency may establish policy concerning student/staff ratio for a particular vocational class based upon: • Type and severity of handicaps of students • Nature and extent of the training program • Requirements of students' IEPs	For example, LEAs may establish policy covering maximum numbers of regular and handicapped students per vocational course. Class size may be reduced if the nature of students' handicaps requires additional teacher time for instruction.
702	Certification of staff The local education agency shall employ professional personnel who shall possess and maintain the state certification requirements for their discipline.	
702.1	Special education/vocational education credentials The local educational agency shall encourage teachers of vocational education for handicapped students to obtain both special education and vocational education training.	

Policy Number	Policy Statements and Administrative Procedures	Comments
703	**Education and experience requirements of staff** The local educational agency may establish additional educational or experience requirements for staff employed in vocational education of handicapped students.	Additional requirements or conditions may include: - number of hours of related occupational experience - number of credits in courses such as: education of the exceptional child, curriculum design, prevocational assessment, psychology/education of mentally retarded, psychology/education in special learning/behavior problems, etc. - experience or competency in working with handicapped students.
704	Fair employment practices LEAs shall comply with federal, state, and local equal opportunity and affirmative action guidelines and regulations when hiring personnel.	Sec. 606 of P.L. 94-142 requires that "each recipient of assistance under this Act shall make positive efforts to employ and advance in employment qualified handicapped individuals..."
705	Professional development The local educational agency shall encourage staff members to maintain their professional standards by participating in approved professional development activities, such as: • In-service training • College courses • Conference attendance • Activities of professional organizations • Visits to other programs (vocational educators visit special education classes and special educators visit vocational shops).	The general policies of the LEA would apply in providing incentives to encourage professional development. Consideration should be given to: - arranging released time for such activities - paying part or all of expenses involved in attending approved conferences - providing tuition waivers for college courses - arranging for college courses to be taught off campus at the local schools.
706	In-service training Each local educational agency shall assume the responsibility for providing in-service training for all staff members involved in vocational programming for handicapped students to assist them in understanding program philosophy and objectives and their roles in the program.	Refer to the Special Education Administrative Policies (SEAP) Manual for general policies concerning in-service education.

Policy Number	Policy Statements and Administrative Procedures	Comments
706.1	In-service training plan The local educational agency shall develop a plan to deliver in-service training which shall include: • Assessment of training needs of vocational education and special education staff • Specification of the type of training format and delivery • Specification of persons who will provide training • Design for evaluating the training.	Topics for in-service training may include: - awareness of needs, characteristics, and capabilities of handicapped individuals - philosophy of vocational education - modifying regular vocational education programs for handicapped students - adapted instructional materials - adapted equipment - teaching methods and techniques to use for handicapped students, depending on their type of handicap - school policies and procedures - interdisciplinary approach for vocational education of handicapped students - development of IEP for the student.
707	Job descriptions Job descriptions, including minimum qualifications for training and experience, shall be in writing for all positions. Specific responsibilities for each staff member shall be identified.	A review of policies of different states indicates there is a variety of titles referring to the same type of staff person. The LEA should refer to any descriptions of positions developed by the state educational agency.
701.1	Regular vocational instructor of handicapped students • Conduct regular vocational education instruction • Develop appropriate curriculum to meet the individual needs of the students • Develop employability skills within the curriculum.	
707.2	Special/vocational education teacher: • Orient students to program • Help prepare annual budget • Suggest equipment and material	

Policy Number	Policy Statements and Administrative Procedures	Comments
	• Provide related academic instruction • Take inventory of supplies and equipment • Maintain equipment in working order • Inform appropriate staff members of student's program status • Maintain student's records • Plan and conduct field trips to vocational sites • Follow planned instructional sequences of student's IEP	
707.3	Teacher/coordinator of work experience for handicapped students • Use the student's evaluation report and knowledge of the criteria of occupational fields to make an appropriate placement • Maintain adherence to the various laws as they relate to work • Offer counseling services to students at work settings • Identify academic related skills necessary for successful placement • Facilitate a pre-placement instruction group • Develop curriculum material for this group • Develop work-study sites • Inform business and industry as to the objectives of the program • Supervise student learner in regard to the completion of various work-related forms • Place students on work stations and assist training sponsors with orientation • Work out general supervision plans with training sponsor and be responsible for the students under the direct supervision of the training sponsor • Orient each student as to the means and schedules of transportation to and from his job • Supply adequate assistance for employers in adjusting to the student's needs • Evaluate student progress • Assist in securing permanent employment for graduates and early school leavers • Assist program supervisor in preparing records	
707.4	Program supervisor of work experience program staff (responsible for handling administrative details of program) • Supervise the activities of the coordinators • Assist in locating and screening potential sites for on-campus and in-the-community work stations	

Policy Number	Policy Statements and Administrative Procedures	Comments
	• Maintain liaison between the school, community and local and state agencies • Counsel with students on individual problems affecting job training • Maintain records: financial, student enrollment/placement.	
707.5	Vocational evaluator • Provide prevocational and vocational assessment of handicapped students • Provide prescriptive programming for handicapped students • Act as a team member in providing a continuance of services to handicapped students.	
707.6	Supplemental resource instructor • Assist in making appropriate placements for students • Work on an individual basis with vocational instructors regarding serving handicapped students in their class • Help vocational instructors become more familiar with physical and psychological makeup of handicapped students. • Serve as "trouble shooter" to assist vocational instructor in coping with problems arising from serving handicapped students • Arrange staff meetings to solve problems regarding particular handicapped students • Collaborate with and support the regular instructor in implementing the students' IEP • Assist vocational instructors in procuring special materials and equipment for their handicapped students • Assist vocational instructors in arranging for tutorial aid or other supportive services for handicapped students needing out-of-class assistance • Give one-to-one instructional assistance to students as needed • Provide remedial instruction, in or out of the vocational laboratory, of basic skills • Assist regular vocational instructor in orienting students to laboratory environment • Assist student in mastering the use of special devices • Assist student in mastering specialized techniques which will enable him to compensate for a physical handicap.	

Policy Number	Policy Statements and Administrative Procedures	Comments
707.7	Job placement coordinator for handicapped students • Coordinate activities of instructional staff/work experience coordinators to assist student in developing appropriate job seeking skills • Develop job leads for students • Provide personnel officers with positive information on handicapped students applying for a job • Provide assistance to student who needs help during the interview process • Provide needed specialized services for handicapped student during initial perod on job • Maintain regular contact with the employer and student during initial six months and maintain contact for indefinite period of time.	
707.8	Vocational social worker/advocate for handicapped students • Assist students who are interested in pursuing a vocational training goal • Coordinate resources available, both financial and human, for students who need special help to successfully compete in a vocational class • Provide liaison between school and home • Provide individual case management services.	
707.9	Orientation and mobility specialist in vocational programs • Work with blind individuals in orientation and mobility.	
707.10	Interpreter for the deaf • Interpret verbal communication to deaf students within the classroom • Serve as an advocate for deaf students.	
707.11	Counselor • Assist in the intake process • Provide individual and group counseling - psycho-social - vocational - work exploration - job readiness • Assist in placement • Assist in vocational evaluation and training • Act as a resource in modifying any inappropriate behavior • Contribute to the development and monitoring of the student's IEP • Provide parent counseling	

Policy Number	Policy Statements and Administrative Procedures	Comments
707.12	Other professional support personnel • Use professional competency to assist in the student's vocational training • Contribute as a member of an interdiscriplinary team.	
707.13	Para-professional • Assist teacher/evaluator • Plan instructional material • Do individual tutoring • Evaluate student's performance • Develop educational media • Modify inappropriate behavior • Set up work samples • Maintain work equipment • Store work equipment • Help the student with personal needs	
707.14	Supplemental services supervisor • Coordinate all supplemental educational services - supportive services staff (interpreters, note-takers, direct readers, tutorial aides) - ancillary personnel (professionals and technicians whose expertise is in the area of diagnosis, counseling, health services, curriculum development, job placement and follow-up) • Inform school personnel about supportive and ancillary services available • Identify community resources • Coordinate activities of school-based supportive and ancillary services personnel with various community agencies that provide special materials and equipment for the handciapped • Develop an accountability system for the purchase of services • Schedule students' time slots • Arrange necessary transportation for students • Expedite diagnostic procedures • Assist in the evaluation of the supplemental services delivery system • Terminate supplemental services contract • Write periodic reports for student file and LEA	
707.15	Manager of vocational education programming for handicapped students See Administration Policy 112	

Policy Number	Policy Statements and Administrative Procedures	Comments
800	Funds for vocational education programming for handicapped students Each local educational agency shall develop policies for obtaining funds for vocational education for handicapped students which include: • Designation of an individual responsible for identifying sources of funds • Specification of procedures for determining priorities for use of various sources of funds based on recommendations of local advisory council • Establishment of procedures for developing proposals, grants, budgets, etc. for obtaining such funds.	Federal funds are available from several sources for vocational education of handicapped students. The Acts which authorize such expenditures include: - Vocational Education Act of 1963, as amended by the Education Amendments of 1976, P.L. 94-482. States are required to spend at least 10% of the Basic Grant and Program Improvement and Supportive Services funds for vocational education of handicapped persons. (These are referred to as set-aside funds.) In addition, states must match the federal expenditures. - The Rehabilitation Act of 1973, P.L. 93-112. Money is granted to rehabilitate handicapped individuals so that they may prepare and engage in gainful employment to the extent of their capabilities. - Part B of the Education of the Handicapped Act as amended by P.L. 94-142. Funds are provided to state and local educational agencies to assist them in the education of handicapped children. These funds may also be used for voc. ed., subject to the priority requirements of the Act. - Comprehensive Employment and Training Act of 1973. Funds are provided for job training and employment opportunities. - Elementary and Secondary Education Act of 1965, as amended by P.L. 89-313, 91-230, and 93-380. Possible funding for innovative programs, evaluation centers, life skills.

Policy Number	Policy Statements and Administrative Procedures	Comments
		To obtain information about funds available for voc. ed. for handicapped students, the LEA should refer to the Federal Catalog of Domestic Assistance and review the Federal Register. The appropriate federal agency may also be contacted. These include: - Bureau of Occupational and Adult Education - Bureau of Education for the Handicapped - Bureau of School Systems - Dept. of Labor The LEA is encouraged to provide for maximum teacher and consumer input in developing proposals and budgets.
801	Fiscal accountability Each local educational agency shall establish a fiscal accountability system that allows for and indicates cost effective decision making for educational programming. This system shall minimally meet the following criteria: ● Consistent with state and local requirements and acceptable accounting procedures ● Designed to keep the requirements for record keeping restricted to a minimum to effectively track the educational costs of handicapped students ● Determination made as to who controls what resources within the LEA ● Designation of personnel responsible for decision-making regarding expenditures for vocational education for handicapped students ● Assurance that excess cost expenditures for vocational education for handicapped students can be separately identified from other vocational education expenditures	A local educational agency may only use funds under Part B of the Education of the Handicapped Act and set-aside funds from the Voc. Ed. Act for the excess costs of providing special and regular voc. ed. and related services for handicapped children. This means that only services over and above those provided in regular programs can be paid for out of EHA or VEA set-aside funds. DHEW Publication No.(OE) 73-11700 outlines the following as examples of the types of services that may be funded under the Voc. Ed. Amendments of 1968: Advisory/coordinating committees--required to help formulate programs, to act as liaison between school and community, and to support legislation. The following costs are allowable:

icy ber	Policy Statements and Administrative Procedures	Comments
	• designed to allow fiscal decisions to be made based on written individualized education programs of handicapped students to ensure that services specified in IEPs are provided	- Formation and servicing of Advisory Committees - Formation and participation in State and local coordinating committees, including clerical help, travel expenses, and salaries of faculty members to attend meetings. Survey/evaluations -- conducted by staff members or on contract. - Identification of handicapped population and the geographical areas in which they are concentrated - Employment opportunities for handicapped youth and adults - Effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for handicapped persons - Identification of other agencies, organizations, or individuals concerned with handicapped youth and the extent to which they provide vocational education. Recruitment/promotional activities - designed to reach handicapped persons and potential employers and to develop community participation and support - Advertising through newspaper or television - Announcements through posters, flyers, brochures, and other visual presentation - Speaking engagements with community groups, local chapters of social welfare organizations - Task analysis of occupations to identify possible modification in instruction, equipment, or methods Curriculum development -- required to provide students with a specially designed program to suit their individual needs - Research, experimental, and demonstration projects - Contracts with consultants, specialists, or teathers - Salaries of teaching staff and curriculum specialists

olicy umber	Policy Statements and Administrative Procedures	Comments
		- Individualized learning packages - Orientation programs to develop social skills, attitudes, and consumer education - Orientation programs to observe various occupations - Special supplies and instructional materials Equipment modification for handicapped students - For the visually handicapped: Instruction in Braille; large print materials; signals which use sound rather than sight; special safety devices, such as guard rails around moving parts of a machine - For the deaf and hard of hearing: Printed rather than verbal instructions; signals which use sight rather than sound; sound amplification devices - For the orthopedically handicapped: Adaptations of regular equipment, such as handcontrols added to machines usually operated by foot controls; special desks and work tables for students in wheel chairs; ramps for students who cannot use stairs - For the mentally retarded: simplified equipment; simplified instruction guides and manuals - For the cardiac and other physically impaired: additional facilities for rest rooms; handrails in washrooms and in corridors Supplemental education services — designed to assist students in regular or special vocational programs - Psychological services to test, diagnose, and evaluate emotional and mental problems - Guidance and counseling services, including referral and followup services - Job placement services, including job finding and employment followup - Tutorial services - Transportation services, in addition to those provided regular students - In-service programs for teachers

olicy. umber	Policy Statements and Administrative Procedures	Comments
		-Family counseling services related to vocational program of student -Special services for handicapped students such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist physically handicapped Facilities -- required for reaching and teaching handicapped students -Purchase/rental and operation of mobile units to serve as classrooms, diagnostic centers, or counseling and guidance units -Rental of nonpublic space to serve as classrooms in locations more accessible to the population -Contracts with private nonprofit schools which can provide programs and services more effectively and economically than public schools Business community cooperation -- required to enlist support of goals of vocational education for handicapped students through job offers, teacher training and upgrading of skills. The following costs are allowable: -Additional staff to coordinate, supervise, and guide work experience or work study programs -Arrangements for summer jobs in private business firms for teachers to update their knowledge and skills

APPENDIX F

Copy of letter inviting CEC Federations to review the policy guide.

Copy of letter sent to federation presidents on
September 28, 1977 inviting participation in the
review of the vocational education policy manual.

As you may know, the international CEC headquarters staff in Reston has for the past year been conducting a federally supported project to develop a local policy manual for the vocational education of handicapped students. This is one of several projects that have been operated within the policy research activities of the headquarters office. As you may also know, these projects are often designed so that various components of the CEC organization can participate in one way or another. Such an opportunity now exists with regard to this project for federations and possibly chapters.

Since the focus of this entire policy manual is to assist local education agencies in creating or improving administrative policy that can serve as the basis for providing appropriate vocational education opportunities for all handicapped children, it is essential that it have broad and appropriate applicability across the country. It is for this reason that we would like to invite your federation to become involved in the assessment of a draft of this manual prior to its final publication and subsequent dissemination. We feel that as special educators and as CEC members, you and members of your executive committee or selected members of your executive committee are uniquely qualified to assist in this evaluation.

As we visualize your activities regarding this manual, review may take many forms. For example, you may as the Illinois Federation is planning to do, set up a special morning session at their annual federation meeting to review the manual. Another option is the one currently being planned by the Arizona Federation, which will be essentially to involve the executive committee in a special meeting to carry out the evaluation. These two suggestions are merely examples and should not be considered in any way a limit to the alternatives that can be used. In considering various review activities, you should also know that we have received requests from approximately 100 persons across the country to participate in this review process. After learning of your plans, we would like to make them known to these individuals in your geographic area so that they can be in contact and participate with you as you proceed.

Similarly, we would like to encourage both directly and indirectly, that wherever possible individual chapters also be involved in this activity.

Unfortunately, the resources of the project are not of sufficient magnitude to permit the project staff to participate in all of the activities that all of the federations might create. However, it is possible to explore this with individual federations. Some limited travel money is available. We are, of course, prepared to make available to your federation, the number of copies of the draft manual that you will need to carry out an activity. One further note for consideration is that the project is being operated with a nine member working advisory committee of persons from across the country. It is possible that one or more of these persons could participate in one way or another in assisting you to carry out this review activity. This too will need to be explored with the staff on an individual basis.

It is our sincere hope that you will be able to assist with this project, which has the potential for producing a significant document relating to the appropriate education of all handicapped children.

Because of the necessity for scheduling staff and making materials available, it is imperative that we learn from you your intentions with regard to your participation in this activity by October 24, 1977. We are presently planning on having a final draft of the manual produced for printing by approximately January 15, 1978. Therefore, you need to consider that any activities that are scheduled must have its results reported to us by that date. Please be assured that we stand ready to explore with you the possibility of conducting any activity of your choice and look forward to a mutually profitable result.

Sincerely,

Alan Abeson

Alan Abeson
Project Director

Sharon Davis

Sharon Davis, Project Coordinator
Vocational Education Policy Project

cc: Federation Governor

APPENDIX G

News article inviting participation in assessment of the policy guide.

update

SUMMER 19[illegible]

VOLUME [illegible]
NUMBER [illegible]

PUBLISHED BY THE COUNCIL FOR EXCEPTIONAL CHILDREN • 1920 ASSOCIATION DRIVE • RESTON • VIRGINIA • 22091

Workshops planned To review new voc-ed Policy manual

A new administrative policy manual concerning vocational education for handicapped students will be ready for field review in the fall. This manual, which is currently being developed by CEC's Vocational Education Policy Project, is designed to assist local administrators in creating or improving administrative policy that will serve as the basis for delivering vocational education services to the handicapped consistent with the mandates of recently enacted federal legislation.

As a guide in writing this policy manual, project staff have developed a Decision Point Check List (DPCL), which is an outline of vocational programing for the handicapped and identifies key decision areas in the planning and administration of such programs. The cooperation of state and local education agencies in providing policy materials was instrumental in the development of the Decision Point Check List. Project staff also visited selected local vocational education programs for handicapped students in two states and talked with program administrators.

The first draft of the policy manual will be reviewed by the project's 10 member Working Advisory Committee representing special education, vocational education, and vocational rehabilitation. Administrators of selected local vocational education programs for the handicapped will also be invited to assist in the review. These reviews will guide the development of the final draft of the manual.

Next fall project staff are planning to conduct workshops for experts in the field of vocational education of the handicapped to assess the manual. Information concerning the assessment workshops can be obtained by writing to Sharon Davis, Project Director, Vocational Education Policy Project, 1920 Association Drive, Reston, Virginia 22091.

APPENDIX H

News Release: Federations and DCD Review Vocational Education Policy Manual

Federations and DCD Review Vocational Education Policy Manual

Twenty-five CEC federations* and the Division on Career Development (DCD) responded to an invitation from international CEC headquarters staff to review the Vocational Education Administrative Policies Manual for Handicapped Students prior to its final publication. The manual, developed by CEC through a federally supported project, is designed to assist local educational agencies in creating or improving administrative policy that can serve as the basis for providing vocational education for handicapped students. In order that the manual have broad and appropriate applicability across the country, federations and DCD were invited to plan and implement assessment activities to provide project staff with evaluation data for use in preparing the final manual.

Various formats were used by federations and DCD for reviewing the manual, such as a workshop as part of the federation annual convention, special assessment meetings, and review by mail. Persons reviewing the manual represented special education, vocational education, and vocational rehabilitation and were uniquely qualified to contribute to the development of a policy manual concerned with appropriate vocational programming for handicapped students.

The Vocational Education Administrative Policies Manual for Handicapped Students was developed by CEC through a field based research project. Project staff received assistance from numerous individuals throughout the United States. State and local educational agency personnel were instrumental in providing policy materials which served as a data base for writing the policy manual. Twenty-one local administrators of vocational education programming for handicapped students critically reviewed the first draft of the manual. In addition, a 9 member working advisory committee representing special education, vocational education and vocational rehabilitation reviewed drafts of the manual. The resulting final draft manual contains policies which are based on elements of good practice and are consistent with statute and regulations of recently enacted federal legislation for education of handicapped individuals. Policies included in the manual are those concerned with identification of students, vocational assessment, program placement, service delivery, facilities and transportation, personnel, fiscal management, and program administration.

The final manual will be available in the summer, 1978 through CEC publications. Those persons who would like to receive notice of publication should write to Sharon Davis, Project Coordinator, Vocational Education Policy Project, The Council for Exceptional Children, 1920 Association Drive, Reston, VA, 22091.

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*We wish to thank the following federations for their efforts on behalf of the Vocational Education Policy Project:

Arizona
California
Colorado
District of Columbia
Florida
Illinois
Indiana
Lousiana
Maryland
Massachusetts
Michigan
Missouri
New York

North Carolina
Rhode Island
South Carolina
Virginia
Washington
Wisconsin
Wymoning
Iowa
British Columbia
Ontario
Nova Scotia
Saskatchewan

APPENDIX I

Guide for Review of Vocational Education Administrative Policies

Manual for Handicapped Students

Guide for Review of Vocational Education Administrative Policies Manual for Handicapped Students

The Vocational Education Administrative Policies Manual for Handicapped Students begins with an introductory section which contains an explanation of the use of the manual, definitions of terms which are used, and the Table of Contents. This is followed by eight major policy sections: Administration, Identification of Students, Vocational Assessment, Program Placement, Service Delivery, Facilities and Transportation, Personnel, and Fiscal Management. Each section presents numbered "Policy Statements and Administrative Procedures." The "Comments" column provides explanatory information related to the policy statements. It is helpful to be familiar with the contents of the whole manual before you begin to review it.

Each section of the manual should be reviewed by evaluating individual policy statements first and then considering the section as a whole. Please write your suggestions directly on the manual. If you need to use additional paper for your critique, write the number of the policy statement which you are addressing beside your comment. The following guidelines are suggested to assist you in your review of the manual:

Policy Statement Review. As you read each policy statement, consider the following questions:

Appropriateness.	Does this statement represent appropriate policy for local educational agencies?
Consistency.	Is this statement consistent with the level of specificity of other policy statements in this section?
Comprehensiveness.	Does this policy statement adequately cover the topic?
Clarity.	Is this statement written in a clear, understandable manner?

As you consider these points for each policy statement, please make suggestions for revisions, deletions, additions, etc. Please also critique the accompanying comments for each policy statement and make suggestions for improving them.

Section Review. After you have reviewed the policies in a section, please consider the section as a whole in responding to the following questions:

Comprehensiveness.	Are there omissions or gaps in policy areas in this section?
Consistency:	Are the policy statements in this section consistent in level of specificity with those in other sections and with each other?
Presentation.	Are the policy statements organized and presented in a logical fashion? Describe any reordering that would improve this section.

General Review. Please make any other suggestions for additions, deletions or revisions which would improve the manual.

APPENDIX J

Publicity and Sales Flyer

Vocational Education of Handicapped Students: A Guide for Policy Development

VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS

VOCATIONAL EDUCATION OF
HANDICAPPED STUDENTS

**The Council
for
Exceptional
Children**

A Guide for Policy Development

**Sharon Davis
and Michael Ward**

***major policy guidelines
to help educators
implement
requirements of
federal law and other
public mandates***

Current public policy calls for the availability as well as expansion and strengthening of vocational education programs to handicapped students. Implementing and operating successful programs depends on the establishment and use of *clearly written policies*. This guide is designed to assist state, local and intermediate educational agencies in developing administrative policies for the vocational education of handicapped students.

The guide is divided into nine sections. Five sections present policy areas directed toward identifying and serving handicapped students. Four sections address administrative concerns regarding program management and the provision of appropriate resources.

Each policy area is clearly described and organized. Policy development guidelines follow which pinpoint a variety of information. The guidelines review applicable law, present issues relative to policy and elements of good practice.

While the policy areas discussed focus primarily on secondary vocational education, many are applicable to vocational education for out of school youth and adults. Here is an unprecedented resource which educational planners can turn to for practical assistance in developing policies.

Contents:

- Definition of terms
- Planning and Administration
- Identification of Students
- Vocational Assessment
- Individualized Education Programs (IEP)
- Program Placement
- Service Delivery
- Facilities and Equipment
- Personnel
- Fiscal Management
- Bibliography
- Work Evaluation Systems

Stock No. 182 96 pp. $5.00

Other Resources from CEC . . .

No. 179 Vocational Education: Teaching the Handicapped in Regular Classes. Robert A. Weisgerber, Editor. Designed to familiarize vocational educators with federal policy and program support for handicapped students; the concept of the regular class as the least restrictive environment for many students; the importance of a success oriented climate for learning; steps involved in developing individualized instruction. Four sections address specific problems of learners who are orthopedically handicapped, visually handicapped, mentally retarded, and communication impaired. 1978 96 pp. $8.50

No. 180 Life Centered Careed Education—A Competency Based Approach. Donn E. Brolin, Editor. A unique publication that provides curriculum and a guide to materials that can be used with both handicapped and non-handicapped adolescents. Behavioral objectives, suggested activities, and suggested personnel responsibilities for each of 102 specific competencies. Curriculum focuses on Daily Living Skills, Personal-Social Skills, and Occupational Guidance and Preparation. A student competency rating system helps teachers determine the level of competency achieved by each student. Easy to use forms are included that attend to all the required aspects of the IEP. 1978 208 pp. $12.50

No. 175 Periscope: Views of the Individualized Education Program. Bluma B. Weiner, Editor. A multidisciplined examination of individualized education programs. Presentations span the spectrum of issues from assessment to service delivery to parenting. Five subtopics focus on special target groups and settings: secondary level/vocational education; early childhood; severely/profoundly/multiply handicapped; hearing impaired; and IEP for children in residential or special day schools. 1978 200 pp. $9.75

APPENDIX K

Working Advisory Committee Members

VOCATIONAL EDUCATION POLICY PROJECT

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Program Development and
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Bureau of Education for
Exceptional Students
Florida Department of Education
Tallahassee, Florida 32304
904/488-1570

APPENDIX L

Publication

(Attached)

VOCATIONAL EDUCATION OF HANDICAPPED STUDENTS: A GUIDE FOR POLICY DEVELOPMENT